

(Rev 12-07)  
California Department of Education  
School and District Accountability Division

(CDE use only)

Application #	
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**No Child Left Behind Act of 2001**  
**LOCAL EDUCATIONAL AGENCY PLAN**

mail original and two copies to: **California Department of Education  
School and District Accountability Division  
1430 N Street, Suite 6208  
Sacramento, California 95814-5901**

**LEA Plan Information:**

Name of Local Educational Agency (LEA): **Vineland Elementary School District**

County/District Code: **15-63834**

Dates of Plan Duration (should be five-year plan): **July 1, 2008 – June 30, 2015**

Date of Local Governing Board Approval: September 29, 2008

District Superintendent:

Address: **14713 Weedpatch Highway**

City: **Bakersfield, CA**

Zip code: **93307**

Phone: **(661) 845-3713**

Fax: **(661) 845-8449**

**Signatures** (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

**Adolph Wirth**

September 29, 2008

Printed or typed name of Superintendent

Date

Signature of Superintendent

**Francisca Hernandez**

September 29, 2008

Printed or typed name of Board President

Date

Signature of Board President

**RUBRIC – Revised LEA Plan/Plan Addendum**

<b>Required Elements</b>	<b>Page Number</b>	<b>Item Number</b>
<b>Instructional Materials: Mathematics</b>		
1. The plan addresses district-wide implementation of most recent SBE-adopted/standards-aligned materials in mathematics:		
<ul style="list-style-type: none"> <li>▪ Identifies core programs currently in place and describes current levels of adoption</li> </ul>	Page 21 Pages 24-25	Math, A # 1-3 Math, B # 1-3
<ul style="list-style-type: none"> <li>▪ Describes intervention materials currently in place for students working below grade level, including strategic intervention materials for students working 1-2 years below grade-level standards and intensive intervention classes and materials for students working more than 2 years below grade level</li> </ul>	Pages 21-22 Pages 25 Page 34	Math, A # 4-5 Math, B # 4 Math, E, # 2-3
<ul style="list-style-type: none"> <li>▪ Describes how materials are adapted for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum)</li> </ul>	Page 22 Pages 34-35 Page 35	Math, A # 6-7 Math E, # 4-5 Math E, # 5-6
2. The plan clearly outlines the district process to adopt and phase-in the 2007 mathematics curriculum by FALL 2009, including steps the LEA will take to:		
<ul style="list-style-type: none"> <li>• Review and/or pilot the materials</li> </ul>	Pages 22-23	Math, A # 8 a-h
<ul style="list-style-type: none"> <li>• Purchase the materials (includes identified sources of funds)</li> </ul>	Page 23	Math, A # 8 i
<ul style="list-style-type: none"> <li>• Distribute all materials to teachers before the beginning of the 2009-10 school year so that students have them at the beginning of the year</li> </ul>	Page 23 Page 26	Math, A # j Math, B # 5 a-b (implementation)

### Revised LEA Plan/Plan Addendum Rubric

Required Elements	Page Number	Item Number
<b>Instructional Materials: English-Language Arts (ELA)</b>		
1. The plan addresses district-wide implementation of most recent SBE-adopted/standards-aligned materials in ELA		
<ul style="list-style-type: none"> <li>▪ Identifies core programs currently in place and describes current levels of adoption</li> </ul>	Page 1 Pages 4-5 Page 5	ELA, A # 1-3 (programs & materials) ELA, B # 1 (instructional minutes) ELA, B # 2 (programs & materials)
<ul style="list-style-type: none"> <li>▪ Describes intervention materials for students performing below grade level, including strategic intervention materials for students working 1-2 years below grade-level standards and intensive intervention classes and materials for students working more than 2 years below grade level</li> </ul>	Pages 1-3 Pages 4-5 Page 6 Page 6	ELA, # 4-6 (programs & materials) ELA, B # 1-2 (instructional minutes) ELA, B # 2 (programs & materials) ELA, B # 3-4 (strategies)
<ul style="list-style-type: none"> <li>▪ Describes differentiated approaches for English learners (universal access materials and strategies within core instruction)</li> </ul>	Pages 4-5 Page 5 Page 6	ELA, B # 1 (instructional minutes) ELA, B # 2 (programs & materials) ELA, B # 5 (strategies)
<ul style="list-style-type: none"> <li>▪ Describes differentiated approaches for students with disabilities (universal access materials and strategies within core instruction)</li> </ul>	Page 3 Pages 4-5 Page 5 Page 6-7 Page 19	ELA, A # 9 (differentiation) ELA, B # 1 (instructional minutes) ELA, B # 2 (programs & materials) ELA, B # 6 (strategies) ELA, E # 4
2. The plan clearly outlines the district process to adopt and phase-in the ELA curriculum adopted in 2008 by fall 2010, including steps the LEA will take to:		
<ul style="list-style-type: none"> <li>▪ Review and/or pilot the materials</li> </ul>	Pages 3-4	ELA, A # 10 a - h
<ul style="list-style-type: none"> <li>▪ Purchase the materials (includes identified sources of funds)</li> </ul>	Page 4	ELA, A # 10 i
<ul style="list-style-type: none"> <li>▪ Distribute all materials to teachers before the beginning of the 2010-11 school year so that students have them at the beginning of the year</li> </ul>	Page 4	ELA, A # 10 j - k

### Revised LEA Plan/Plan Addendum Rubric

Required Elements	Page Number	Item Number
<b>Professional Development for Teachers</b>		
1. The plan addresses the professional development needs of all mathematics teachers		
<ul style="list-style-type: none"> <li>▪ Documents the percent of <u>mathematics</u> teachers who have completed AB 466/SB 472 training (40-hour institute and 80-hour practicum) in the most recent curriculum adopted by the district</li> </ul>	Pages 27	Math, C # 1-3 a-f
<ul style="list-style-type: none"> <li>▪ Documents schedule to provide all <u>mathematics</u> teachers with SB 472 training (plus the 80 hour practicum) in the newly adopted mathematics curriculum</li> </ul>	Pages 27-28	Math, C # 4-5
2. The plan addresses the professional development needs of all ELA teachers		
<ul style="list-style-type: none"> <li>• Documents the percent of <u>ELA</u> teachers who have completed AB 466/SB 472 training (40-hour institute and 80-hour practicum) in the most recent curriculum adopted by the district</li> </ul>	Page 8	ELA, C # 1-2
<ul style="list-style-type: none"> <li>• Documents steps to provide and monitor completion of SB 472 for all <u>ELA</u> teachers who have not yet completed the institute and/or practicum in the currently adopted curriculum</li> </ul>	Page 8	ELA, C # 3
<ul style="list-style-type: none"> <li>• Documents schedule to provide all <u>ELA</u> teachers with SB 472 training (plus the 80 hour practicum) in the newly adopted ELA curriculum</li> </ul>	Pages 9	ELA, C # 4
3. The plan addresses the need for all teachers of English Learners to complete SB 472 English Learner Professional Development ( <u>ELPD</u> ) after completing the initial 40-hour SB 472 institute	Page 27	Math, C # 3

### Revised LEA Plan/Plan Addendum Rubric

Required Elements	Page Number	Item Number
<b>Professional Development for Administrators</b>		
1. The plan addresses the professional development needs of all administrators		
<ul style="list-style-type: none"> <li>▪ Documents percent of administrators who have completed AB 75/430 training (institute and practicum) in the most recent curricula adopted by the district</li> </ul>	Page 13 Page 31	ELA, C #16 Math C, # 14
<ul style="list-style-type: none"> <li>▪ Documents steps to provide AB 430 training for all administrators who have not completed the institute and/or practicum</li> </ul>	Page 14 Page 30-31	ELA, C #17 Math, C # 13
<ul style="list-style-type: none"> <li>▪ Documents steps to provide administrators with training on the implementation of English learner programs, including Specially Designed Academic Instruction in English (SDAIE)</li> </ul>	Page 14 Page 31	ELA, C #19 Math, C #16-17
<ul style="list-style-type: none"> <li>▪ Documents steps to provide administrators with training on the implementation of programs for students with disabilities, including Response to Intervention (RtI)</li> </ul>	Page 14 Page 31	ELA, C #21-22 Math, C #18-19

### Revised LEA Plan/Plan Addendum Rubric

Required Elements	Page Number	Item Number
<b>Focus on High Priority Students</b>		
1. The plan addresses the fundamental learning needs of English learners		
<ul style="list-style-type: none"> <li>• Documents presence of or actions taken to provide ELD classes</li> </ul>	Pages 2-3 Page 34	ELA, A # 7-8 (program & materials) ELL, Goal 2, # 2
<ul style="list-style-type: none"> <li>• Documents district policies for placing English learners in ELD classes (as well as policies for exit from ELD)</li> </ul>	Page 18 Page 37	ELA, E # 3 a-b ELL, Goal 2 # 1-2
<ul style="list-style-type: none"> <li>• Documents instructional delivery strategies that render content comprehensible to students learning English</li> </ul>	Page 6 Pages 10-11 Pages 27-28 Page 35	ELA, B # 5 (strategies) ELA, C # 7-8 (training) Math, C # 6 Math, E # 5-6
2. The plan addresses the fundamental learning needs of students with disabilities		
<ul style="list-style-type: none"> <li>• Documents presence of or actions taken to provide support for teachers delivering specialized instruction to students with disabilities</li> </ul>	Page 11 Pages 29-30	ELA, C # 9 (training) Math, C # 7-8
<ul style="list-style-type: none"> <li>• Documents presence of, or actions taken to create, collaboration among general education and special education teachers by grade level or program</li> </ul>	Page 12 Page 30 Page 29-30	ELA, C # 10 Math, C # 10 Math, C # 8
3. The plan addresses the fundamental learning needs of other high priority students		
<ul style="list-style-type: none"> <li>▪ Documents uniform use or development of diagnostic and placement tests to determine students requiring strategic or intensive intervention in English/reading/ language arts and mathematics and to place them in appropriate intervention classes</li> </ul>	Page 15 Page 17 Pages 33	ELA, E # 1a ELA, E # 2a Math, E # 1 a-d
<ul style="list-style-type: none"> <li>▪ Documents presence of, or plans to provide, SBE-adopted intervention programs, offered as separate, extended-period classes, for all students requiring intensive intervention in reading/English-language arts and/or mathematics</li> </ul>	Page 2 Page 4-5 Page 6 Pages 12 Pages 17-18 Page 29 Page 34	ELA, A # 5-6 (programs & materials) ELA, B # 1 (programs & materials) ELA, B # 4 (strategies) ELA, C # 11 (training) ELA, E # 2 a-h Math, C #7 (training) Math, E #2
<ul style="list-style-type: none"> <li>▪ Documents presence of, or plans to provide, transitional and support classes for students requiring strategic intervention in reading/English-language arts and/or mathematics</li> </ul>	Pages 1-2 Pages 5-6 Page 6 Pages 12 Pages 15-16 Page 29 Page 34	ELA, A # 4 (programs & materials) ELA, B # 1 (programs & materials) ELA, B # 3(strategies) ELA, C # 11 (training) ELA, E # 1 a-e Math, C # 7 (training) Math, E # 3

**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 READING**

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
<p><b>A. Alignment of instruction with content standards:</b>  <b>(Instructional Materials: ELA, Rubric Item #1, Bullet 1)</b></p>						
<p>1. The district will continue to provide and teachers in grades K-4 will fully implement the SBE and local board adopted Open Court ELA standards aligned instructional program, including strategic intervention, during the 2008-09 and 2009-10 academic years. The district will document that all teachers are using the approved materials appropriately for every student on a daily basis.</p>	1. Superintendent; Principals	1. Aug, 08 – May, 10	1. Replacement of textbooks & ancillary materials	1. Purchase orders; classroom observation data; lesson plans	1. \$40,000	1. 7156, 6300
<p>2. The district will continue to provide and teachers in grade 5 will fully implement the SBE and local board adopted Houghton Mifflin ELA standards aligned instructional program, including strategic intervention, on a daily basis during the 2008-09 and 2009-10 academic years. The district will document that all teachers are using the approved materials appropriately for every student on a daily basis.</p>	2. Superintendent; Principals	2. Aug, 08 – May, 10	2. Replacement of textbooks & ancillary materials	2. Purchase orders; classroom observation data; lesson plans	2. \$5,000	2. 7156, 6300
<p>3. The district will continue to provide and teachers in grades 6-8 will fully implement the SBE and local board adopted Prentice Hall ELA standards aligned instructional program, including strategic intervention, on a daily basis during the 2008-09 and 2009-10 academic years. The district will document that all teachers are using the approved materials appropriately for every student on a daily basis.</p>	3. Superintendent; Principals	3. Aug, 08 – May, 10	3. Replacement of textbooks & ancillary materials	3. Purchase orders; classroom observation data; lesson plans	3. \$1,000	3. 7156, 6300
<p><b>(Instructional Materials: ELA, Rubric Item #1, Bullet 2 and Focus on High Priority Students, Rubric Item #3, Bullet 3)</b></p>						
<p>4. The district will increase the focused use of universal access materials for SBE and local board adopted ELA programs (i.e., Open Court, Houghton Mifflin, and Prentice Hall) to support <u>strategic</u> intervention students in grades K-8 who are working 1-2 years below grade-level standards, including identified English learners and students with disabilities, based on identified need. This transitional</p>	4. Principals; Title I Resource Teachers	4. Nov, 08 – May 10	4. No related expenditures	4. Lesson plans; training agendas & attendance logs	3. N/A	4. N/A

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
<p>and support instruction will be provided for strategic intervention students on a daily basis according to the instructional minutes outlined in ELA Section B, # 1 on pages 4-5.</p> <p><b>(Focus on High Priority Students, Rubric Item #3, Bullet 2)</b></p> <p>5. The district will select, purchase and provide <u>intensive</u> level intervention materials for students in grade 4 who are working more than 2 years below grade level standards, including identified English learners and students with disabilities, by doing the following:</p> <ul style="list-style-type: none"> <li>a. The district will review and select SBE-adopted intensive intervention materials.</li> <li>b. The district will purchase and distribute intensive intervention materials.</li> <li>c. The district will monitor the implementation of a separate, extended-period, daily intensive intervention class for all students identified as working more than 2 years below grade level.</li> </ul> <p>6. The district will continue to provide and teachers will fully implement the SBE and local board adopted Read 180 <u>intensive</u> intervention program as a separate, extended-period daily core replacement program for students in grades 5-8 who are working more than two years below grade level, including students with disabilities, based on identified need.</p> <p><b>(Focus on High Priority Students, Rubric Item #1, Bullet 1)</b></p> <p>7. The district will continue to provide and teachers will fully implement the SBE and local board adopted Hampton Brown Avenues <u>ELD</u> curriculum to meet the identified English proficiency needs of all English learners in grades K-4. The district will document that all teachers use the approved program and materials appropriately for all students on a daily basis. (See section B.1 on page 5 for instructional minutes.)</p> <p>8. The district will continue to provide and teachers will fully implement the SBE and local board adopted Hampton Brown High Point <u>ELD</u> curriculum to meet the identified English proficiency needs of all English learners in grades 5-8. Special emphasis will be given to the “Build Language &amp; Vocabulary” section of each lesson. The district will document that all teachers use the approved</p>	<p>5. Superintendent; Principal; Title 1 Resource Teacher; 4<sup>th</sup> Grade Teachers</p> <p>6. Principal</p> <p>7. Superintendent; Principals; Title III Coordinator</p> <p>8. Superintendent; Principals; Title III Coordinator</p>	<p>5. Nov, 08 – May 10</p> <p>6. Sept 08 – May 10</p> <p>7. Sept, 08 – May 10</p> <p>8. Sept, 08 – May, 10</p>	<p>5. Textbooks and ancillary materials</p> <p>6. Replacement materials, if needed</p> <p>7. Replacement materials</p> <p>8. Replacement materials</p>	<p>5. a-b: Board Minutes; purchase order or pilot agreement 5. c: classroom observation data, lesson plans</p> <p>6. Classroom observation data; lesson plans</p> <p>7. Classroom observation data; lesson plans</p> <p>8. Classroom observation data; lesson plans</p>	<p>5. \$1,000</p> <p>6. \$500/yr</p> <p>7. \$4,000/yr</p> <p>8. \$5,000/yr</p>	<p>5. 7156, 6300</p> <p>6. 7156, 6300</p> <p>7. 7156, 6300, 7157</p> <p>8. 7156, 6300, 7157</p>



Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
<p>program and materials appropriately for all identified English learners on a daily basis. (See section B.1 on pages 4-5 for instructional minutes.)</p> <p><b>(Instructional Materials: ELA, Rubric Item #1, Bullet 4)</b></p> <p>9. The district will continue to provide differentiated instruction to <u>students with disabilities</u> in grades K-8 utilizing a continuum of SBE and locally adopted ELA materials (as identified in IEP goals), which may include:</p> <ul style="list-style-type: none"> <li>a. SBE and local board adopted ELA core program materials, including universal access components (i.e., Open Court, Houghton Mifflin, Prentice Hall);</li> <li>b. SBE and local board adopted ELA separate, extended-period core replacement program materials (i.e., Read 180, and potentially High Point);</li> <li>c. Kaleidoscope (Reading First approved supplemental materials) for additional support with comprehension, phonics and fluency;</li> <li>d. SRA Reading Mastery (Reading First approved supplemental materials) for additional support with phonemic awareness, phonics and word analysis, fluency, vocabulary and comprehension.</li> </ul>	<p>9. Principals; Special Education Coordinator</p>	<p>9. Sept, 08 – May, 09</p>	<p>9. Replacement materials</p>	<p>9. a-d: IEP Goals; classroom observation data; lesson plans</p>	<p>9. a-d: \$750</p>	<p>9. 6500</p>
<p><b>(Instructional Materials: ELA, Rubric Item #2, Bullets 1-3))</b></p> <p>10. The district will adopt and phase-in the <u>2008 ELA</u> curriculum using the following process:</p> <ul style="list-style-type: none"> <li>a. The district will create a representative committee comprised of ELA teachers and site and district administrators to facilitate the 2008 ELA adoption process.</li> <li>b. The district will meet with the KCSOS ELA Coordinator for guidance with the ELA adoption process (i.e., framework training, overview of CISC “toolkit”, and overview of programs).</li> <li>c. The district ELA adoption committee will discuss options and identify needs specific to grade 5 in order to avoid the fragmentation that has occurred with the current adoption (the district has 2 schools, grades K-4 and 5-8, and the</li> </ul>	<p>10. a-g: Superintendent; Principals; Title 1 Resource Teachers; ELA Adoption Committee</p>	<p>10. a-e: Oct, 09 – Jan, 2010</p>	<p>10. a-e: Substitute teacher costs for ELA adoption committee members</p>	<p>10. a-e: Committee records (i.e., training logs, ranking forms, preview records, calendar of publisher presentations, etc.)</p>	<p>10. a-e: \$900</p>	<p>10. a-e: 7156, 6300</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>current ELA adoption grade spans are: K=Open Court, 5=Houghton Mifflin, 6-8=Prentice Hall).</p> <p>d. The district ELA adoption committee will visit the KCSOS Learning Resources Display Center to examine ELA and ELD programs.</p> <p>e. The district will invite publishers to provide presentations, as needed.</p> <p>f. The district will identify and implement pilot programs for ELA, including adopted materials specific to English Learners.</p> <p>g. The district will review feedback from pilot teachers.</p> <p>h. The district ELA adoption committee will make a recommendation to the local board for consideration.</p> <p>i. The district will purchase curriculum materials districtwide, including sufficient core, intervention, and support materials to meet the needs of all students and to comply with the Williams Act requirements for instructional materials.</p> <p>j. Prior to the beginning of the 2010 school year, the district will distribute all core and intervention curriculum to each teacher of ELA, as appropriate, for full implementation during the 2010-11 school year.</p>	<p>10. h. Superintendent; ELA Committee</p> <p>10. i. Superintendent; Principals</p> <p>10. j. Superintendent</p>	<p>10. f-g. Feb 2010 – April 2010</p> <p>10. h. May, 2010</p> <p>10. i. July, 2010</p> <p>10. j. Aug, 2010</p>	<p>10. f-g. No related expenditures</p> <p>10. h. No related expenditures</p> <p>10. i. ELA textbooks &amp; ancillary materials</p> <p>10. j. No related expenditures</p>	<p>10. f-g. Records from pilot review</p> <p>10. h. Board minutes</p> <p>10. i. Purchase orders</p> <p>10. j. Distribution lists</p>	<p>10. f-g: N/A</p> <p>10. h: N/A</p> <p>10. i: \$100,000</p> <p>10. j: N/A</p>	<p>10. f-g: N/A</p> <p>10. h: N/A</p> <p>10. i: 7156, 6300</p> <p>10. j: N/A</p>
<p><b>B. Use of standards-aligned instructional materials &amp; strategies:</b></p> <p><b>(Instructional Materials: ELA, Rubric Item #1, Bullets 1-2 and Focus on High Priority Students, Rubric Item #3, Bullet 2)</b></p> <p>1. The district will review and revise school schedules to ensure that all grades and subjects have the appropriate ELA and ELD time allocations, including additional time for strategic intervention, required minutes for intensive intervention, and required minutes for ELD (as listed below). English learners and students with disabilities will be placed into ELA programs based on identified needs and IEP requirements, and will be provided with appropriate instructional minutes based upon their grade level and the specific core or separate, extended-period core replacement</p>	<p>1. Superintendent; Principals; Title I Resource Teachers; Title III Coordinator</p>	<p>1. Aug. - Sept., 08</p>	<p>1. No related expenditures</p>	<p>1. Master Schedules; lesson plans</p>	<p>1. N/A</p>	<p>1. N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source																		
<p>program into which they are placed.</p> <p><b>Core ELA Instruction</b> – Using SBE and local board adopted core programs, including universal access and ancillary materials.</p> <table border="1" data-bbox="159 410 730 545"> <tr> <td>Grade K</td> <td>60 minutes daily</td> </tr> <tr> <td>Grades 1-3</td> <td>2.5 hours daily</td> </tr> <tr> <td>Grades 4-6</td> <td>2 hours daily</td> </tr> <tr> <td>Grades 7-8</td> <td>1-2 hours daily</td> </tr> </table> <p><b>Strategic Intervention</b> – Targeted instruction using universal access and ancillary materials for adopted core programs. Strategic students are those working 1-2 years below grade level standards.</p> <table border="1" data-bbox="159 691 730 760"> <tr> <td>Grade K</td> <td>Additional 30 minutes daily</td> </tr> <tr> <td>Grades 4-8</td> <td>Additional 30-45 minutes daily</td> </tr> </table> <p><b>Intensive Instruction</b> – Using SBE and local board adopted, separate, extended-period replacement core programs. Intensive students are those who are working more than 2 years below grade level standards.</p> <table border="1" data-bbox="159 935 730 971"> <tr> <td>Grades 4-8</td> <td>150-180 minutes daily</td> </tr> </table> <p><b>ELD Instruction</b> – Using local board approved materials (from the SBE approved list of Certified Supplemental Materials for English Learners).</p> <table border="1" data-bbox="159 1114 730 1182"> <tr> <td>Grade K</td> <td>30 minutes daily</td> </tr> <tr> <td>Grades 1-8</td> <td>45 minutes daily</td> </tr> </table> <p>2. All grade K-8 classroom teachers will implement, fully and with fidelity, all SBE and local board adopted ELA standards aligned instructional programs they are assigned to teach (i.e., Open Court, Houghton Mifflin, Prentice Hall, and High Point). The district will document that all teachers use the approved program and materials appropriately for all students on a daily basis, including strategic intervention students, English learners, and students with disabilities.</p>	Grade K	60 minutes daily	Grades 1-3	2.5 hours daily	Grades 4-6	2 hours daily	Grades 7-8	1-2 hours daily	Grade K	Additional 30 minutes daily	Grades 4-8	Additional 30-45 minutes daily	Grades 4-8	150-180 minutes daily	Grade K	30 minutes daily	Grades 1-8	45 minutes daily	<p>2. Superintendent; Principal</p>	<p>2. Sept., 08</p>	<p>2. No related expenditures</p>	<p>2. Classroom observation data; lesson plans</p>	<p>2. N/A</p>	<p>2. N/A</p>
Grade K	60 minutes daily																							
Grades 1-3	2.5 hours daily																							
Grades 4-6	2 hours daily																							
Grades 7-8	1-2 hours daily																							
Grade K	Additional 30 minutes daily																							
Grades 4-8	Additional 30-45 minutes daily																							
Grades 4-8	150-180 minutes daily																							
Grade K	30 minutes daily																							
Grades 1-8	45 minutes daily																							

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p><b>(Instructional Materials: ELA, Rubric Item #1, Bullet 2 and Focus on High Priority Students, Item #3, Bullet 3))</b></p> <p>3. The district will ensure that teachers implement purposeful instruction for <u>strategic</u> level students who are working 1-2 years below grade level standards, including identified English learners and students with disabilities, through the use of a variety of SBE and local board adopted ancillary materials and by incorporating focused instructional strategies (e.g., explicit instruction, structured/guided practice, frontloading, scaffolding, vocabulary and concept development, grouping, etc.) in the daily instructional program.</p>	2. Principals; Title I Resource Teachers	3. Oct., 08 – May 10	3. No related expenditures	3. Classroom observation data; lesson plans	3. N/A	3. N/A
<p><b>(Focus on High Priority Students, Item #3, Bullet 2)</b></p> <p>4. The district will ensure that teachers implement purposeful instruction for <u>intensive</u> level students who are working more than 2 years below grade level standards, including identified English learners and students with disabilities, by using separate, extended-period replacement core program(s) and by incorporating focused instructional strategies (e.g., systematic and explicit phonics instruction, repeated and monitored oral reading, text comprehension instruction, structured/guided practice, frontloading, scaffolding, vocabulary and concept development, etc.) in the daily instructional program.</p>	4. Principals; DLT Intervention Teacher	4. Oct. 08 – May 10	4. No related expenditures	4. Classroom observation data; lesson plans	4. N/A	4. N/A
<p><b>(Focus on High Priority Students: ELA, Rubric Item #1, Bullet 3)</b></p> <p>5. The district will provide ongoing coaching, mentoring, and peer observation support to teachers in the implementation of appropriate instructional strategies designed to render content comprehensible for <u>English learners</u> (e.g., building vocabulary and academic language; integrating the four language domains; structured conversation; think-pair-share; content/language objectives; building background knowledge, etc.).</p>	5. Principals; Title III Coordinator	5. Sept., 08 – May 10	5. Substitute teacher costs for peer observations (60 days @ \$110 plus driven costs)	5. Classroom observation data; training logs	5. \$7,500	5. 7294
<p><b>(Focus on High Priority Students: ELA, Rubric Item #2, Bullet 1)</b></p> <p>6. The district will ensure that teachers implement purposeful instruction for <u>students with disabilities</u>, using programs and materials identified in IEPs, by appropriately differentiating instruction (e.g., presentation, response, setting, timing, scheduling, adapted content; adjusted instructional pacing; adapted assignment requirements, etc.), and by incorporating focused instructional</p>	6. Principals; Special Education Coordinator	6. Sept., 08 – May, 10	6. No related expenditures	6. Collaboration meeting notes and training logs	6.N/A	6. N/A

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>strategies (e.g., phonemic awareness, systematic and explicit phonics instruction, repeated and monitored oral reading, vocabulary instruction, text comprehension instruction, etc.).</p> <p>7. The district will facilitate a review of currently required grade and department level formative and summative assessments to determine if they adequately assess intended outcomes and to determine how to best assist teachers in utilizing results to inform instruction. The district will develop a master calendar of required assessments.</p> <p>8. The district will monitor teacher adherence to ELA and ELD pacing calendars (i.e., Open Court, Houghton Mifflin, Prentice Hall, Read 180, and Avenues), and will analyze, review and adjust the adequacy of current time allocations.</p> <p>9. The district will develop pacing guides for each of the High Point levels and monitor teacher adherence to the pacing calendar. The district will require teachers to review the adequacy of time allocations established in pacing calendars and provide suggestions for revision, allowing the district to formally adapt pacing guides as needed.</p>	<p>7. Principals; Title I Resource Teachers</p> <p>8. Principals; Grade Level Chairs</p> <p>9. Principal; Title III Coordinator</p>	<p>7. Oct.- Nov., 2008</p> <p>8 Oct., 08 – ongoing</p> <p>9. Sept., 08 – Oct. 08; ongoing monitoring</p>	<p>7. No related expenditures</p> <p>8. No related expenditures</p> <p>9. No related expenditures</p>	<p>7. Master calendar of assessments</p> <p>8. Classroom observation data; lesson plans</p> <p>9. Pacing guides; classroom observation data; lesson plans</p>	<p>7. N/A</p> <p>8. N/A</p> <p>9. N/A</p>	<p>7. N/A</p> <p>8. N/A</p> <p>9. N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p><b>C. Staff development and professional collaboration aligned with standards-based instructional materials:</b></p> <p><b>(Prof Dev – Teachers, Rubric Item #2, Bullet 1)</b></p> <p>1. 36 of 41 (88%) of the district’s current ELA teachers have completed the initial 40-hours of SB 472 ELA training for their assigned program of instruction, with <u>5</u> total teachers still in need of training.</p> <p>2. 13 of 41 (32%) of the district’s current ELA teachers have completed the required 80 hours of follow-up practicum, with <u>28</u> teachers still in need of some or all of the hours.</p> <p><b>(Prof Dev – Teachers, Rubric Item #2, Bullet 2)</b></p> <p>3. The district will create a transition plan to detail how it will provide professional development support to teachers who have not yet completed the SB 472 training and/or practicum hours for the <u>current</u> ELA adoption (i.e., Open Court, Houghton Mifflin, Prentice Hall and High Point), and for those who have not completed ELPD training. The plan will include:</p> <ul style="list-style-type: none"> <li>a. A detailed description of how the district will train, coach and mentor teachers who have not received SB 472 training in the specific curriculum they are using;</li> <li>b. A timeline for completion of SB 472 ELA practicum hours;</li> <li>c. A timeline for ELPD training for all teachers upon completion of SB 472;</li> <li>d. A detailed description of how training will be tied to the specific needs of strategic students, students with disabilities, and English learners (including ELPD and Focused Approach);</li> <li>e. A detailed description of funding sources for practicum hours and training;</li> <li>f. A tracking system for documenting completion of practicum hours and training;</li> <li>g. A monitoring process that will include regular reviews to ensure that all teachers are fulfilling their requirements.</li> </ul>	<p>1. Superintendent</p> <p>2. Superintendent</p> <p>3. Superintendent; Principals</p>	<p>1. by Sept. 08</p> <p>2. by Sept. 08</p> <p>3. Nov, 08 – May 2010</p>	<p>1. No related expenditures</p> <p>2. No related expenditures</p> <p>3. Presenters, coaches, hourly rate for staff</p>	<p>1. Matrix – “Training/HQT/EL Certification”</p> <p>2. Matrix – see above</p> <p>3. Completed transition plan; tracking form for completion</p>	<p>1. N/A</p> <p>2. N/A</p> <p>3. \$1,500</p>	<p>1. N/A</p> <p>2. N/A</p> <p>3. 7294, 7393, 3010</p>







Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
<p>d. After training has been received, instruction will be monitored to ensure that teachers are practicing and utilizing EL strategies on a daily basis.</p>	<p>7.d: Principals; Title III Coordinator</p>	<p>7. d: Ongoing monitoring</p>	<p>7.d: No related expenditures</p>	<p>7.d: Classroom observation data; lesson plans</p>	<p>7. d: N/A</p>	<p>7.d:N/A</p>
<p>8. The district will provide additional support to teachers of English Learners through the following:</p> <ul style="list-style-type: none"> <li>a. In-class coaching and mentoring, as approved by site administrator, to include Focused Approach and ELPD support</li> <li>b. Opportunities for peer observation, as approved by site administrator</li> <li>c. Professional development opportunities offered in Kern County, as approved by site and district administrators, to include Focused Approach and ELPD support</li> <li>d. Relevant conference attendance, as approved by site administrator and district administrators</li> </ul>	<p>8. Principals; Title III Coordinator</p>	<p>8. Oct. 08 – May 09</p>	<p>8. Substitute teacher time for Teacher Leaders &amp; classroom teachers (for peer observations); registration fees for conference attendance</p>	<p>8. Coaching / peer observation logs; training logs</p>	<p>8. See Section B #5 (on page 6)</p>	<p>8. See Section B #5 (on page 6)</p>
<p><b>(Focus on High Priority Students, Rubric Item #2, Bullet 1)</b></p> <p>9. The district will train and assist <u>teachers of students with disabilities</u>, providing support with the following:</p> <ul style="list-style-type: none"> <li>a. Differentiation of instruction for students with disabilities (e.g., phonemic awareness, systematic &amp; explicit phonics instruction, repeated &amp; monitored oral reading, vocabulary instruction, text comprehension instruction, etc.);</li> <li>b. Training in the continuum of SBE and locally adopted materials, including universal access components;</li> <li>c. Planning for IEP directed accommodations and modifications;</li> <li>d. In-class coaching and mentoring, as approved by site administrator;</li> <li>e. Opportunities for peer observation, as approved by site administrator;</li> <li>f. Professional development opportunities offered through the Kern County SELPA, as approved by site and district administrators;</li> <li>g. Relevant conference attendance, as approved by site administrator and district administrators.</li> </ul>	<p>9. a-g: Superintendent; Principals; Special Education Coordinator</p>	<p>9. a-g: Oct. 08 – May 09</p>	<p>9. a-g: No related expenditures</p>	<p>9. a-g: Training logs; classroom observation data</p>	<p>9. a-g: N/A</p>	<p>9. a-g: N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
<p><b>(Focus on High Priority Students, Rubric Item #2, Bullet 2)</b></p> <p>10. The district will ensure that all teachers meet collaboratively, by grade level or program, including those who teach students with disabilities, for the purpose of planning and guiding English language arts instruction and assessments.</p> <p><b>(Focus on High Priority Students, Rubric Item #3, Bullet 2 &amp; 3)</b></p> <p>11. The district will train and assist <u>teachers of strategic and intensive</u> level students, including English learners and students with disabilities, by providing support with the following:</p> <ul style="list-style-type: none"> <li>a. Training in the use of universal access components of the SBE and local board adopted ELA curriculum;</li> <li>b. Training in effective instructional strategies for students who are working below grade level (e.g., systematic and explicit instruction, frontloading, scaffolding, vocabulary and concept development, grouping, etc.);</li> <li>c. In-class coaching and mentoring, as approved by site administrator;</li> <li>d. Opportunities for peer observation, as approved by site administrator;</li> <li>e. Professional development opportunities offered in Kern County, as approved by site and district administrators;</li> <li>f. Relevant conference attendance, as approved by site administrator and district administrators.</li> </ul> <p>12. The district will provide classroom coaching and mentoring support and will arrange for peer observations, based upon teacher request or based upon a need observed by the site administrator. Classroom coaching and mentoring support will be provided by mentor teachers, peer teachers, district coordinators, administrators, Kern County Superintendent of Schools coordinators, or other appropriate resource persons, as agreed upon by the site administrator and classroom teacher(s) receiving support.</p>	<p>10. Principals; Special Education Coordinator</p> <p>11. a-f: Principals; Title I Resource Teachers</p> <p>12. Principals; DLT members</p>	<p>10. Oct. 08 – May 10</p> <p>11. a-f: Nov. 08 – May 10</p> <p>12. Oct. 08 – May 10</p>	<p>10. No related expenditures</p> <p>11. a-f: Training costs – after school &amp; substitute teacher costs</p> <p>12. Substitute teacher costs</p>	<p>10. Collaboration meeting minutes</p> <p>11. a-f: Training logs; sign-in sheets; coaching, mentoring, peer observation logs; classroom observation data</p> <p>12. Training log for coaching, mentoring and peer observations</p>	<p>10. N/A</p> <p>11. a-f: \$3,000</p> <p>12. See # 11 above</p>	<p>10. N/A</p> <p>11. a-f: 7294</p> <p>12. See # 11 above</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
13. The district will enhance communication between current and subsequent grade level teachers by creating “vertical” meetings to discuss and review skills that students will need for the next grade.	13. Superintendent; Principals; DLT members	13. Feb – March 09	13. No related expenditures	13. Meeting minutes; sign-in sheets	13. a-b: N/A	13. a-b: N/A
14. The district will oversee the implementation of “milestone” minutes during the weeks after STAR testing to frontload students with the skills addressed above in #13.	14. Principals; DLT members	14. May 09	14. No related expenditures	14. Classroom observation data; lesson plans	14. a-b: N/A	14. a-b: N/A
<p>15. The district will provide relevant and appropriate training for <u>paraprofessionals</u> working with students in ELA. The focus of this training will be to ensure that paraprofessionals learn the skills necessary to effectively support teachers, including teachers of English learners and students with disabilities, in the implementation of SBE and local board approved core and replacement core programs. Professional development for paraprofessionals will be developed and provided in the following manner:</p> <ul style="list-style-type: none"> <li>a. District coordinators (e.g., Title I, English Learner, and Special Education) will collaborate with a committee of teachers who have completed SB 472 training to identify essential knowledge and strategies paraprofessionals should know when working with intervention students, English learners, and students with disabilities. The committee will develop a list of specific trainings, identify who will provide trainings, develop a schedule of training dates, develop a system for tracking attendance, and develop a method of evaluating training effectiveness.</li> <li>b. Site administrators will monitor professional development activities for paraprofessionals to ensure that training is occurring in accordance with the collaborative plan developed above.</li> </ul> <p><b>(Prof Dev – Administrators, Rubric Item #1, Bullet 1)</b></p>	15. a-b: Principals; Title I Resource Teachers	15. a-b: Jan. 09 – ongoing	15. a-b: No related expenditures	15. a-b: Training log; sign-in sheets	15. a-b: N/A	15. a-b: N/A
16. Both of the site administrators (100%) have completed the AB 75/AB 430 training and practicum in the most recent curricula adopted by the district.	16. N/A	16. N/A	16. N/A	16. N/A	16. N/A	16. N/A

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
<p><b>(Prof Dev – Administrators, Rubric Item #1, Bullet 2)</b></p> <p>17. The district will ensure that all new site administrators hired by the district will complete AB 430 principal’s training, including practicum hours, as a condition of employment.</p> <p>18. The district will ensure that all site administrators will complete 40 hours of SB 472 training and 80 hours of follow-up activities when the 2008 ELA adopted program(s) are selected and board approved.</p> <p><b>(Prof Dev – Administrators, Rubric Item #1, Bullet 3)</b></p> <p>19. The district will ensure that site administrators who have not yet completed the English Learner Institute for Administrators will attend. The training includes the use of the Sheltered Instruction Observation Protocol Tool to enhance classroom observation of ELD and SDAIE instruction for EL students, training on the implementation of EL programs, principles of second language acquisition, current research on EL students, and research-based programs that accelerate learning for EL students.</p> <p>20. The district will ensure that all site administrators will complete English Learner Professional Development (ELPD) training.</p> <p><b>(Prof Dev – Administrators, Rubric Item #1, Bullet 4)</b></p> <p>21. The district will ensure that site administrators and staff will receive training on the implementation of programs for students with disabilities.</p> <p>22. The district will ensure that site administrators and DLT members will receive Response to Intervention training in order to learn necessary information to develop a tiered system of evidence-based interventions.</p>	<p>17. Superintendent</p> <p>18. Superintendent</p> <p>19. Superintendent</p> <p>20. Superintendent</p> <p>21. Superintendent</p> <p>22. Superintendent</p>	<p>17. Ongoing</p> <p>18. Ongoing, with new adoptions</p> <p>19. 2009-10</p> <p>20. 2008-09</p> <p>21. 2009-10</p> <p>22. 2008-09</p>	<p>17. Cost of AB 430 training</p> <p>18. Cost of SB 472 training and stipend</p> <p>19. Cost of training</p> <p>20. Cost of Training</p> <p>21. No related cost</p> <p>22. Cost of Training</p>	<p>17. Certificate of Completion</p> <p>18. Certificate of Completion</p> <p>19. Certificate of Completion</p> <p>20. Certificate of Completion</p> <p>21. Training log; sign in sheet</p> <p>22. Training log; sign in sheet</p>	<p>17. To be determined, when needed</p> <p>18. \$2,000 and \$1,200</p> <p>19. \$700</p> <p>20. \$2,000</p> <p>21. N/A</p> <p>22. \$2,000</p>	<p>17. 7294, 7280, 7393</p> <p>18. 7294, 7280, 7393</p> <p>19. 7294, 7280, 7393</p> <p>20. 7294, 7280, 7393</p> <p>21. N/A</p> <p>22. 7294, 7280, 7393</p>
<p><b>D. Monitoring program effectiveness:</b></p> <p>1. The district will collaborate monthly with the KCSOS DAIT team to monitor the implementation of the LEA Plan action steps.</p> <p>2. The district will develop and implement a formalized system to ensure the ongoing monitoring of the following:</p> <p>a. the daily use of ELA core and core replacement materials</p>	<p>1. Superintendent</p> <p>2. Superintendent</p>	<p>1. Aug. 08 – May 10</p> <p>2. Oct. 08 – May 10</p>	<p>1. No related expenditures</p> <p>2. No related expenditures</p>	<p>1. Monthly mtg. calendar/minutes</p> <p>2. Classroom observation data</p>	<p>1. N/A</p> <p>2. N/A</p>	<p>1. N/A</p> <p>2. N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>b. adherence to required ELA instructional minutes (see B.1).                      c. adherence to pacing guides for all adopted programs</p> <p>3. The principal will monitor monthly teacher collaboration meetings to ensure that ELA formative and summative assessment data are used to analyze student progress, inform instruction, and assist with flexible student grouping.</p> <p>4. The district will implement a districtwide classroom walk-through observation plan that details the frequency of informal observations.</p> <p>5. The district will develop a plan to ensure that strategies being trained during Early Release Days are being implemented in the instructional setting.</p> <p>6. The district will incorporate an ELD observation tool/rubric within the protocol for classroom observations.</p> <p>7. The district will develop a plan to facilitate organized coaching opportunities for teachers in need, based on request and/or site administrator recommendation, in which administrators and/or coordinators meet with teachers prior to observations to discuss which strategies they will be observing, and de-brief afterwards to discuss what they observed and how the strategies might be applied in their own instructional practice.</p> <p>8. The district will review required formative and summative assessment data, according to the master assessment calendar, to evaluate overall ELA program effectiveness and to make modifications, as needed.</p>	<p>3. Superintendent</p> <p>4. Superintendent; Principals</p> <p>5. Superintendent; Principals</p> <p>6. Superintendent; Principals</p> <p>7. Superintendent; Principals</p> <p>8. Superintendent; Principals</p>	<p>3. Sept. 08 – May 10</p> <p>4. Oct. 08 – May 10</p> <p>5. Oct. 08 – May 09</p> <p>6. Nov. 08 – May 10</p> <p>7. Nov. 08 – May 10</p> <p>8. Dec. 08 – May 10</p>	<p>3. No related expenditures</p> <p>4. No related expenditures</p> <p>5. No related expenditures</p> <p>6. No related expenditures</p> <p>7. Cost of release time for coaches &amp; classroom teachers</p> <p>8. No related expenditures</p>	<p>3. Meeting minutes; attendance logs</p> <p>4. Classroom observation plan; classroom observation data</p> <p>5. Completed EL Observation tool/rubric</p> <p>6. Completed EL Observation tool/rubric</p> <p>7. Coaching log data</p> <p>8. Assessment data summaries; Plan updates</p>	<p>3. N/A</p> <p>4. N/A</p> <p>5. N/A</p> <p>6. N/A</p> <p>7. See Section B #5 (on page 6)</p> <p>8. N/A</p>	<p>3. N/A</p> <p>4. N/A</p> <p>5. N/A</p> <p>6. N/A</p> <p>7. See Section B #5 (on page 6)</p> <p>8. N/A</p>
<p><b>E. Targeting services and programs to lowest-performing student groups:</b>  <b>(Focus on High Priority Students, Rubric Item #3 Bullet 1)</b></p> <p>1. <b><u>Strategic Intervention</u></b></p> <p>a. The district will appropriately identify students in grades K-8 who are working 1- 2 years below grade level standards for strategic intervention transition and support classes by doing the following:</p>	<p>1. a: Principals; Title I Resource</p>	<p>1. a: Aug. 08 for the 2008-09 school year; May 09 for the 2009-</p>	<p>1. No related expenditures</p>	<p>1. Master spreadsheet with assessment data</p>	<p>1. N/A</p>	<p>1. N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>a.1 The district will review all ELA curriculum-embedded placement and benchmark tests to determine their appropriateness in identifying and grouping students for strategic ELA intervention.</p> <p>a.2 The district will develop a diagnostic process, complete with cut points, entrance and exit criteria, and flexible grouping procedures, to determine which students in grades K-8 require strategic level ELA intervention.</p> <p>a.3 Teachers will administer agreed upon placement tests.</p> <p>a.3 The district will create a master spreadsheet of student assessment data that contains multiple data sets for each student for use in identifying and monitoring strategic intervention students.</p> <p>a.4 The district will create a collaborative process by which teachers and administrators will monitor the ongoing achievement of strategic level students.</p> <p>b. The district will implement, fully, with fidelity, and for the appropriate number of instructional minutes, the SBE and local board-adopted ELA programs (e.g., Open Court, Houghton Mifflin, and Prentice Hall) for all students, including students identified for strategic intervention.</p> <p>c. The district will ensure that all strategic level students will receive the appropriate number of additional daily minutes (see ELA, Section B #1) for specific instruction targeted to the needs of strategic level students (see ELA, Section B #3).</p> <p>d. The district will coordinate efforts for teachers and administrators to collaborate monthly in order to monitor ongoing student progress, adjust student placement as needed, and discuss alternative strategies and techniques for students who are not making progress.</p> <p>e. The district will provide ongoing training, coaching, modeling &amp; mentoring to assist teachers in meeting the unique needs of strategic level students (see ELA, Section C #11).</p>	<p>1. b-c: Superintendent; Principals</p> <p>1. d: Superintendent; Principals</p> <p>1. e: Principals; Title I Resource Teachers</p>	<p>10 school year</p> <p>1. b-c: Sept. 08 – May 10</p> <p>1. d: Sept. 08 – May 10</p> <p>1. e: Nov. 08 – May 10</p>	<p>1. b-c: No related expenditures</p> <p>1. d: No related expenditures</p> <p>1. e: Substitute teacher costs; Hourly rate, as needed, for after school training</p>	<p>1. b-c: Lesson plans; classroom observation data</p> <p>1. d: Meeting minutes; sign in sheets</p> <p>1. e: Training &amp; coaching logs</p>	<p>1. b-c: N/A</p> <p>1. d: N/A</p> <p>1. e: See section C #11 (page 12)</p>	<p>1. b-c: N/A</p> <p>1. d: N/A</p> <p>1. e: See section C #11 (page 12)</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p><b>2. <u>Intensive Intervention</u></b>  <b>(Focus on High Priority Students, Item #3, Bullet 2)</b></p> <p>a. The district will appropriately identify and place students in grades 4-8 who are working more than 2 years below grade level standards in intensive intervention classes (i.e., High Point or Read 180) by doing the following:</p> <p>a.1 The district will review all ELA curriculum-embedded placement and benchmark tests to determine their appropriateness in identifying, placing and grouping students for intensive ELA intervention.</p> <p>a.2 The district will develop a diagnostic process, complete with cut points and entrance and exit criteria, to determine which students in grades 4-8 require intensive level ELA intervention.</p> <p>a.3 The district will create a master spreadsheet of student assessment data that contains multiple data sets for use in identifying and monitoring strategic intervention students.</p> <p>a.4 The district will create a collaborative process by which teachers and administrators will monitor the ongoing achievement of strategic level students.</p> <p>b. The district will ensure that a sufficient number of SB 472 trained teachers are identified to provide intensive level instruction for students in grades 4-8 who are working more than 2 years below grade level.</p> <p>c. The district will select and adopt an intensive intervention program for students in grade 4 who are working 2 or more years below grade level (see section A, #7).</p> <p>d. The district will ensure that all High Point and Read 180 teachers will implement, fully, with fidelity, and for the required minutes per day (ELA, Section B #1), the SBE and local board adopted intensive intervention programs</p> <p>e. The district will ensure that all intensive level students will receive instruction targeted to their identified needs (see ELA, Section B #4).</p> <p>f. The district will coordinate efforts for teachers and administrators to collaborate monthly in order to monitor ongoing</p>	<p>2. a: Principals; Title I Resource Teachers; DLT Intervention Teacher</p> <p>2. b: Superintendent; Principals</p> <p>2. c: Superintendent; Principal</p> <p>2. d-e: Principals</p> <p>2. f: Superintendent;</p>	<p>2. a: Sept. 08 – May 10</p> <p>2. b: Aug. 08 – May 10</p> <p>2. c: Nov 08 – May 10</p> <p>2. d-e: Sept 08 – May 10</p> <p>2. f: Sept. 08 – May 10</p>	<p>2. a: No related expenditures</p> <p>2. b: No related expenditures</p> <p>2. c: No related expenditures</p> <p>2 d-e: No related expenditures</p> <p>2. f: No related expenditures</p>	<p>2. a: Master list of student assessment data containing multiple data sets for each student</p> <p>2. b: Master Schedule</p> <p>2. c: Board Minutes; P.O.</p> <p>2 d-e: Lesson plans; classroom observation data</p> <p>2. f: Meeting minutes; sign in</p>	<p>2. a: N/A</p> <p>2. b: N/A</p> <p>2. c: N/A</p> <p>2 d-e: N/A</p> <p>2. f: N/A</p>	<p>2. a: N/A</p> <p>2. b: N/A</p> <p>2. c: N/A</p> <p>2 d-e: N/A</p> <p>2. f: N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>student progress, adjust student placement as needed, and to discuss alternative strategies and techniques for students who are not making progress.</p> <p>g. The district will provide appropriate and ongoing training to assist teachers in meeting the unique needs of intensive level students (see ELA, Section C #4 on page 6).</p> <p>h. The district will develop and implement a system for communicating with intensive level students and their parents concerning ongoing achievement and home support.</p>	<p>Principals</p> <p>2. g: Principals; Title III Coordinator; DLT Intervention Teacher</p> <p>2. h: Principals</p>	<p>2. g: Oct 08 – May 10</p> <p>2. h: Nov. 08 – May 10</p>	<p>2. g: Hourly rate &amp; substitute teacher costs</p> <p>2 h: No related expenditures</p>	<p>sheets</p> <p>2. g: Training log; sign-in sheets</p> <p>2 h: Communication plan</p>	<p>2. g: N/A</p> <p>2 h: N/A</p>	<p>2. g: N/A</p> <p>2 h: N/A</p>
<p><b>3. <u>English Learners</u></b> <b>(Focus on High Priority Students, Item #1, Bullet 2)</b></p>						
<p>a. The district will review and adhere to policies, procedures and cut points which identify placement and exit criteria for ELD classes, as outlined in the English Learner Master Plan. The English Learner Master Plan clearly identifies placement criteria for the Structured English Immersion Instruction Program, the Sheltered English Mainstream Instructional Program, Alternate Transitional Bilingual Instructional Program, and English Language Development, as well as procedures for ongoing monitoring of student progress, and .redesignation.</p>	<p>3. a: Superintendent; Principals; Title III Coordinator</p>	<p>3. a: Sept. 08 – May 10</p>	<p>3. a: No related expenditures</p>	<p>3. a: EL Master Plan; master spreadsheet of student assessment data; class lists</p>	<p>3. a: N/A</p>	<p>3. a: N/A</p>
<p>b. The district will ensure that all English learners are appropriately assessed and placed in ELA and ELD instructional programs, based on identified need.</p>	<p>3. b: Superintendent; Principals; Title III Coordinator</p>	<p>3. b: Sept 08 – May 10</p>	<p>3. b: No related expenditures</p>	<p>3. b: EL Master Plan; CELDT data; Master Schedules</p>	<p>3. b: N/A</p>	<p>3. b: N/A</p>
<p>c. The district will ensure that all teachers of English learners implement SBE and local board adopted ELA and ELD instructional programs fully, with fidelity, and for the appropriate number of instructional minutes (see ELA, Section B #1 on pages 4-5).</p>	<p>3. c: Superintendent; Principals; Title III Coordinator</p>	<p>3. c: Sept. 08 – May 10</p>	<p>3. c: No related expenditures</p>	<p>3. c: Lesson plans; classroom observation data</p>	<p>3. c: N/A</p>	<p>3. c: N/A</p>
<p>d. The district will ensure that all English learners receive instruction targeted to the their identified needs (see ELA, Section B #5 on page 6).</p>	<p>3. d: Superintendent; Principals; Title III Coordinator</p>	<p>3. d: Sept. 08 – May 10</p>	<p>3. d: Substitute teacher costs for peer observations</p>	<p>3. d: Classroom observation data; training logs</p>	<p>3. d: See B #5 (on pg 6)</p>	<p>3. d: See B #5 (on pg 6)</p>
<p>e. The district will coordinate efforts for teachers and administrators to collaborate monthly to monitor ongoing student progress, adjust student placement as needed, and to discuss strategies and techniques for students who are not making</p>	<p>3. e: Superintendent; Principals; Title III Coordinator</p>	<p>3. e: Sept. 08 – May 10</p>	<p>3. e: No related expenditures</p>	<p>3. e: Meeting minutes; sign in sheets</p>	<p>3. e: N/A</p>	<p>3. e: N/A</p>



Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>progress.</p> <p>f. The district will provide appropriate and ongoing training to assist teachers in meeting the unique needs of English learners, including: Building Vocabulary &amp; Academic Language, Integrating the Four Language Domains, Structured Conversation, Think-Pair-Share, Content and Language Objectives, and Building Background Knowledge</p> <p>g. The district will develop and implement a system for communicating with English learners and their parents concerning ongoing achievement and home support.</p>	<p>3. f: Superintendent; Principals; Title III Coordinator</p> <p>3. g: Superintendent; Principals; Title III Coordinator</p>	<p>3. f: Sept. 08 – May 10</p> <p>3. g: Nov. 08 – May 10</p>	<p>3. f: Cost of trainers and substitute teachers for peer observations</p> <p>3. g: No related expenditures</p>	<p>3. f: Training logs; sign-in sheets</p> <p>3. g: Communication plan</p>	<p>3. f: See Section B # 5 (on page 6)</p> <p>3. g: N/A</p>	<p>3. f: See Section B # 5 (on page 6)</p> <p>3. g: N/A</p>
<p>4. <b><u>Students with Disabilities</u></b></p>						
<p>a. The district will review and adhere to policies and procedures for assessment and identification of students with disabilities, including Student Study Team processes.</p>	<p>4. a: Superintendent; SpEd Coordinator</p>	<p>4. a: Sept. 08</p>	<p>4. a: No related expenditures</p>	<p>4. a: IEP records</p>	<p>4. a: N/A</p>	<p>4. a: N/A</p>
<p>b. The district will ensure that all teachers of students with disabilities will participate in the development of students' IEP goals and objectives.</p>	<p>4. b: Principals; SpEd Coordinator</p>	<p>4. b: Aug. 08 – May 09</p>	<p>4. b: No related expenditures</p>	<p>4. b: IEP meeting documentation</p>	<p>4. b: N/A</p>	<p>4. b: N/A</p>
<p>c. The district will ensure that all teachers of students with disabilities will appropriately utilize the SBE and local board approved continuum of ELA programs and materials to provide instruction based on each student's IEP goals and objectives.</p>	<p>4. c: Principals; SpEd Coordinator</p>	<p>4. c: Aug. 08 – May 10</p>	<p>4. c: See A #9 (on page 3)</p>	<p>4. c: Replacement materials</p>	<p>4. c: See A #9 (on page 3)</p>	<p>4. c: See A #9 (on page 3)</p>
<p>d. The district will ensure that all students with disabilities will receive instruction targeted to their identified needs (see ELA, Section B #5 on page 6).</p>	<p>4. d: Principals; SpEd Coordinator</p>	<p>4. d: Sept. 08 – May 10</p>	<p>4. d: See B #5 (on page 6)</p>	<p>4. d: Classroom observation data; training logs</p>	<p>4. d: See B #5 (on page 6)</p>	<p>4. d: See B #5 (on page 6)</p>
<p>e. The district will coordinate efforts for general education and special education teachers to collaborate monthly, by grade level and department, in order to plan instruction, monitor ongoing student progress, and to discuss alternative strategies and techniques for students who are not making progress (see C # 10 on page 12).</p>	<p>4. e: Principals; SpEd Coordinator</p>	<p>4. e: Oct. 08 – May 09</p>	<p>4. e: See C #10 (on page 12)</p>	<p>4. e: Collaboration meeting minutes</p>	<p>4. e: See C #10 (on page 12)</p>	<p>4. e: See C #10 (on page 12)</p>
<p>f. The district will provide appropriate and ongoing training to assist teachers with differentiation techniques for students with disabilities (e.g., phonemic awareness, systematic &amp; explicit phonics instruction, repeated &amp; monitored oral reading, vocabulary instruction, text comprehension instruction, etc.);</p>	<p>4. f: SpEd Coordinator</p>	<p>4. f: Nov. 08 – May 09</p>	<p>4. f: No related expenditures</p>	<p>4. f: Training logs; sign-in sheets</p>	<p>4. f: N/A</p>	<p>4. f: N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p><b>5. <u>Migrant Students</u></b></p> <p>a. The Migrant Education Program will continue to identify students for services based on the criteria outlined in the Migrant Plan.</p> <p>b. The district will continue to meet the fundamental learning needs of migrant students through the coordinated efforts of its classroom teachers and migrant education staff.</p> <ul style="list-style-type: none"> <li>▪ b.1 Migrant Resource Teachers and Night School/Extended Evening staff will continue to collaborate with Title I Resource Teachers and Classroom Teachers on a weekly basis via email correspondence to discuss the instructional needs of all identified Migrant students.</li> <li>▪ 2 Classroom teachers will be given an updated monthly roster of identified Migrant students.</li> </ul> <p>c. Identified Migrant students, along with their parents, will continue to be provided with core curriculum support in English Language Arts, Mathematics, and English Language Development via tutoring and homework support. Students and parents will continue to receive Migrant services 2 evenings per week, 3 hours per session.</p>	<p>5. a-c: Superintendent; Migrant Coordinator</p>	<p>5. a-c: Aug. 08 – May 09</p>	<p>5. a: No related expenditures</p> <p>5. b: No related expenditures</p> <p>5. c: Salaries; Benefits; Materials</p>	<p>5. a: Individualized Learning Plan</p> <p>5. b: Weekly communication log; monthly rosters</p> <p>5. c: Schedules; attendance logs</p>	<p>5. a: N/A</p> <p>5. b: N/A</p> <p>5. b: \$227,858</p>	<p>5. a: N/A</p> <p>5. b: N/A</p> <p>5. b: 3060</p>

**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**

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<b>A. Alignment of instruction with content standards:</b>						
<b>(Mathematics Instructional Materials Rubric Item #1, Bullets 1-3)</b>						
1. The district will continue to provide and teachers in grades K-4 will fully implement the SBE and local board adopted Scott Foresman (2001) mathematics standards aligned instructional program, including strategic interventions, and will document that all teachers use the approved materials appropriately for every student on a daily basis during the 2008-09 academic year.	1. Superintendent; Principals	1. Aug. 08 – May 09	1. Replacement of textbooks	1. Classroom observation data; lesson plans	1. \$20,600	1. 7156, 6300
2. The district will continue to provide and teachers in grade 5 will fully implement the SBE and local board adopted Houghton Mifflin (2002) mathematics standards aligned instructional program, including strategic interventions, and will document that all teachers use the approved materials appropriately for every student on a daily basis during the 2008-09 academic year.	2. Superintendent; Principals	2. Aug. 08 – May 09	2. Replacement of textbooks	2. Classroom observation data; lesson plans	2. \$200	2. 7156, 6300
3. The district will continue to provide and teachers in grades 6-8 will fully implement the SBE and local board adopted McDougal Littell (2001) mathematics standards aligned instructional program, including strategic interventions, and will document that all teachers use the approved materials appropriately for every student on a daily basis during the 2008-09 academic year.	3. Superintendent; Principals	3. Aug. 08 – May 09	3. Replacement of textbooks	3. Classroom observation data; lesson plans	3. \$700	3. 7156, 6300
<b>(Mathematics Instructional Materials Rubric Item #1, Bullets 2)</b>						
4. The district will consult with the Kern County Superintendent of Schools mathematics coordinator for guidance on how to improve the current use of ancillary materials to meet the needs of <u>strategic</u> level students who are working 1-2 years below grade-level standards, including identified English learners and students with disabilities. The district will generate a written plan for strategic level instruction.	4. Superintendent; Principals; Math Adoption Committee	4. Oct. 08 for 2008-09; for implementation through May 09	4. No related expenditures	4. Written plan for strategic level instruction	4. N/A	4. N/A

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
<p>5. The district will select, purchase and/or pilot <u>intensive</u> intervention materials for use during the 2008-09 school year with students in grades 4-8 who are working more than 2 years below grade level standards, including identified English learners and students with disabilities (see #7 below for adoption process).</p> <ul style="list-style-type: none"> <li>a. The district will review and select 2007 SBE adopted intensive intervention materials as part of the math adoption review process.</li> <li>b. The district will distribute intensive intervention materials.</li> <li>c. The district will monitor the implementation of intensive intervention for appropriately identified students. Intensive intervention will be provided daily, with fidelity, for the appropriate number of instructional minutes (see Math, Section B # 1 on page 24).</li> </ul>	<p>5. Superintendent; Principals</p>	<p>5. Aug. 08 – May 09</p>	<p>5. Cost of intervention materials, unless a gratis pilot is provided</p>	<p>5. Board Minutes; P.O.; distribution list; classroom observation data; lesson plans</p>	<p>5. \$5,000</p>	<p>5. 7156, 6300</p>
<p><b>(Mathematics Instructional Materials Rubric Item #1, Bullets 3)</b></p>						
<p>6. The district will continue to provide differentiated instruction to <u>students with disabilities</u> in grades K-8 utilizing a continuum of SBE and locally adopted mathematics materials, as identified in IEP goals, that include:</p> <ul style="list-style-type: none"> <li>a. SBE and local board adopted mathematics core program materials, including universal access components (i.e., Scott Foresman, Houghton Mifflin, McDougal Littell);</li> <li>b. SBE and local board adopted mathematics intervention program materials;</li> <li>c. Touch Math materials.</li> </ul>	<p>6. Superintendent; Principals; Special Educ Coordinator</p>	<p>6. Sept. 08 – May 09</p>	<p>6. Replacement materials</p>	<p>6. IEP Goals; classroom observation data; lesson plans</p>	<p>6. See Section A #1-3 (on page 1)</p>	<p>6. See Section A #1-3 (on page 1)</p>
<p>7. The district will continue to ensure that all teachers of <u>English learners</u> have and use daily the mathematics EL support materials for all adopted core and intervention programs currently in place (i.e., Scott Foresman, Houghton Mifflin, and McDougal Littell).</p>	<p>7. Superintendent; Principals; Title III Coordinator</p>	<p>7. Sept. 08 – May 09</p>	<p>7. No related expenditures</p>	<p>7. Classroom observation data; lesson plans</p>	<p>7. N/A</p>	<p>7. N/A</p>
<p><b>(Mathematics Instructional Materials Rubric Item #2, Bullets 1-3)</b></p>						
<p>8. The district will adopt and phase in <u>2007 mathematics</u> curriculum through the following process:</p> <ul style="list-style-type: none"> <li>a. The district will create a representative committee comprised of mathematics teachers and site and district administrators to facilitate the 2007 mathematics adoption</li> </ul>	<p>8. a-d: Principals; Title I Resource Teachers; Math Adoption Committee</p>	<p>8. a-d: Oct. 08 – Nov. 08</p>	<p>8. a-e: Substitute teacher costs for Math Committee</p>	<p>8. a-d: Math Committee Toolkit (review notes, ranking charts)</p>	<p>8. a-e: \$900</p>	<p>8. a-e: 7294, 7393, 7280</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>process.</p> <p>b. The district will contact the KCSOS mathematics coordinator to arrange for guidance with the mathematics adoption process (i.e., framework training, overview of CISC “toolkit”, and overview of programs).</p> <p>c. The district mathematics adoption committee will discuss options and identify needs specific to grade 5 in order to avoid the fragmentation that has occurred with the current adoption (i.e., the district has 2 schools, grades K-4 and 5-8, and the current mathematics adoption grade spans are: K-4 = Scott Foresman, 5=Houghton Mifflin, 6-8=McDougal Littell).</p> <p>d. The district will visit the KCSOS Learning Resources Display Center to examine mathematics programs.</p> <p>e. The district will invite publishers to provide presentations, as needed.</p> <p>f. The district will consider identifying and implementing pilot programs for mathematics, including intervention.</p> <p>g. The district will review feedback from pilot teachers.</p> <p>h. The district mathematics adoption committee will make a recommendation to the local board for consideration.</p> <p>i. The district will purchase mathematics curriculum materials districtwide, including sufficient core, intervention, and support materials to meet the needs of all students and to comply with the Williams Act requirements for instructional materials.</p> <p>j. Before the beginning of the 2009 school year, the district will distribute all core and intervention curriculum to teachers of mathematics, as appropriate, for full implementation during the 2009-10 school year.</p>	<p>8. e: Math Adoption Committee</p> <p>8. f-g: Principals</p> <p>8. h: Superintendent</p> <p>8. i: July 09</p> <p>8. j: Superintendent; Principals</p>	<p>8. e: Nov. 08 – Jan 09</p> <p>8. f-g: Nov 08 – March 09</p> <p>8. h: April 09</p> <p>8. i: July 09</p> <p>8. j: Aug. 09</p>	<p>members</p> <p>8. e: No related expenditures</p> <p>8. f-g: No related expenditures</p> <p>8. h: No related expenditures</p> <p>8. i: Math textbooks &amp; ancillary materials</p> <p>8. j: No related expenditures</p>	<p>8. e: Presentation schedule</p> <p>8. f-g: Pilot agreement</p> <p>8. h: Board Minutes</p> <p>8. i: Purchase Order</p> <p>8. j: Distribution list</p>	<p>8. e: N/A</p> <p>8. f-g: N/A</p> <p>8. h: N/A</p> <p>8. i: \$80,000</p> <p>8. j: N/A</p>	<p>8. e: N/A</p> <p>8. f-g: N/A</p> <p>8. h: N/A</p> <p>8. i: 7156, 6300</p> <p>8. j: N/A</p>



Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>students with disabilities.</p> <p>3. K-8 teachers will continue to utilize the current districtwide pacing guide for each standards-based mathematics program, and the district will ensure that teachers are adhering to the pacing timeline.</p> <p><b>(Mathematics Instructional Materials Rubric, Item #1, Bullet 2)</b></p> <p>4. The district will utilize components within the current mathematics adoptions (i.e., Scott Foresman, Houghton Mifflin, McDougal Littell) and/or purchase or pilot 2007 intervention components (see A #4 above) to systematically provide <u>strategic intervention</u> to all K-8 students who are working 1-2 years below grade-level standards, including English learners and students with disabilities, as outlined in the California State Framework for Mathematics and the APS through the following actions:</p> <p>a. Review school schedules to ensure that time is appropriately scheduled at all grade levels for strategic intervention (see Math, Section B #1 on page 24).</p> <p>b. Develop, disseminate and communicate a written districtwide protocol for the identification, placement and instruction of all strategic level students, complete with cut points, entrance and exit criteria, and flexible grouping procedures, to determine which students in grades K-8 require math intervention.</p> <p>c. Review classroom materials to ensure that all teachers of mathematics, including special education teachers, are provided with core mathematics curriculum support materials.</p> <p>d. Use curriculum-embedded assessment data in the identification and ongoing monitoring of strategic level students.</p>	<p>3. Principals</p> <p>4. a-b: Principals; Title I Resource Teachers;</p> <p>4. c: Principals; Title I Resource Teachers</p> <p>4. d: Principals; Title I Resource Teachers</p>	<p>3. Aug. 08 – May 09</p> <p>4. a-b: Sept. 08</p> <p>4. c: Sept. 08</p> <p>4. d: Aug 08 – identification; monitoring Sept 08 - May 09</p>	<p>3. No related expenditures</p> <p>4. a-b: No related expenditures</p> <p>4. c: No related expenditures</p> <p>4. d: No related expenditures</p>	<p>3. Classroom observation data; lesson plans</p> <p>4. a-b: Master Schedule; lesson plans; Master list of student assessment data</p> <p>4. c: Textbook request form, as needed</p> <p>4. d: Master list of student assessment data; meeting minutes</p>	<p>3. N/A</p> <p>4. a-b: N/A</p> <p>4. c: N/A</p> <p>4. d: N/A</p>	<p>3. N/A</p> <p>4. a-b: N/A</p> <p>4. c: N/A</p> <p>4. d: N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p><b>(Mathematics Instructional Materials Rubric, Item #2)</b></p> <p>5. Upon adoption (see Math, Section A #8 on pages 22-23), the district will fully implement the 2007 SBE-adopted mathematics adoption, with fidelity, in all K-8 classrooms beginning in the 2009-10 school year according to the following actions:</p> <ul style="list-style-type: none"> <li>a. The district will ensure that all grade levels have the appropriate time allocation, including instructional minutes for intervention (see Math, Section B #1 above).</li> <li>b. The district will develop a standards-based, district-wide pacing guide for each curricular program adopted, including intervention, which includes the standards to be taught, the respective content, and the timeline for administering curriculum-embedded formative and summative assessments. The following steps will be taken: <ul style="list-style-type: none"> <li>b.1 The district will establish a representative committee of teachers, coaches and administrators from the district who will lead the development of grade level pacing guides for each adopted mathematics program, including intervention.</li> <li>b.2 The district will provide time for the committee to work collaboratively to develop grade level pacing guides.</li> <li>b.3 The district will distribute to and review with each mathematics teacher the pacing guide for their specific level(s) of instruction, including intervention teachers and teachers of students with disabilities.</li> <li>b.4 The district will establish a protocol for monitoring the implementation of the pacing guides to ensure that all teachers are using them daily and are administering formative and summative curriculum-embedded assessments according to the established timeline.</li> </ul> </li> </ul>	<p>5. a: Superintendent; Principals</p> <p>5. b: Superintendent; Principals</p>	<p>5. a: Aug. 09</p> <p>5. b: June - July 09</p>	<p>5. a: No related expenditures</p> <p>5. b: Hourly rate for teacher committee</p>	<p>5. a: Master Schedule</p> <p>5. b: Pacing guide</p>	<p>5. a: N/A</p> <p>5. b: \$1,000</p>	<p>5. a: N/A</p> <p>5. b: 7294, 7393, 7280</p>



Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p><b>C. Staff development and professional collaboration aligned with standards-based instructional materials:</b></p> <p><b>(Professional Development-Teachers, Rubric Item #1, Bullet 1)</b></p> <p>1. 14 of 37 (38%) of the district’s current mathematics teachers have completed the initial 40-hours of SB 472 mathematics training for their assigned program of instruction (i.e., Scott Foresman, Houghton Mifflin, McDougal Littell), with 23 total teachers still in need of training.</p> <p>2. 2 of 37 (7%) of the district’s current mathematics teachers have completed the required 80 hours of follow-up practicum, with 35 teacher still in need of some or all of the hours.</p> <p><b>(Professional Development-Teachers, Rubric Item #1, Bullet 2)</b></p> <p>3. The district will create a “transition plan” to detail how it will provide professional development support to teachers who have not yet completed the SB 472 mathematics training and/or practicum hours for the <u>current</u> mathematics adoption (i.e., Scott Foresman, Houghton Mifflin, and McDougal Littell). The plan will include:</p> <ul style="list-style-type: none"> <li>a. A timeline for completion of SB 472 mathematics practicum hours;</li> <li>b. A timeline for completion of ELPD training;</li> <li>c. A detailed description of funding sources for SB 472 mathematics training, practicum hours, and ELPD training;</li> <li>d. A detailed listing of district-approved practicum activities, to include ELPD, training in the continuum of program materials for students with disabilities, coaching, and mentoring;</li> <li>e. A tracking system for documenting completion of SB 472 mathematics training, practicum hours, and ELPD training;</li> <li>f. A district monitoring process that will include regular reviews to ensure that all teachers are fulfilling their training responsibilities.</li> </ul> <p><b>(Mathematics Instructional Materials, Rubric Item #1, Bullet 2)</b></p> <p>4. The district will create a professional development plan to ensure that all teachers of mathematics, including teachers of students with disabilities, receive the SB 472 initial 40-hour</p>	<p>1. Superintendent</p> <p>2. Superintendent</p> <p>3. Superintendent, DLT members</p> <p>4. Superintendent; Principals; DLT members</p>	<p>1. by Sept. 08</p> <p>2. by Sept 08</p> <p>3. Nov. 08 – May 09</p> <p>4. June-July 09</p>	<p>1. No related expenditure</p> <p>2. No related expenditure</p> <p>3. No related expenditure</p> <p>4. Cost of training and stipends / subs</p>	<p>1. Matrix – “Training/HQT/EL Certification”</p> <p>2. Matrix – see above</p> <p>3. Completed transition plan; tracking form for completion</p> <p>4. Certificates of Completion; training matrix</p>	<p>1. N/A</p> <p>2. N/A</p> <p>3. N/A</p> <p>4. \$38,000 and \$22,800</p>	<p>1. N/A</p> <p>2. N/A</p> <p>3. N/A</p> <p>4. 7294, 7393, 7280</p>



Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
<p>language; integrating the four language domains; structured conversation; think-pair-share; content/language objectives; building background knowledge, etc.).</p> <p>d. The effective use of universal access components of the SBE and local board adopted mathematics curriculum.</p>	<p>6. d: Principals; Title III Coordinator; Title I Resource Teachers</p>	<p>6. d: October 08 – May 09</p>	<p>Leaders and/or classroom teachers</p> <p>6. d: No related expenditure</p>	<p>6. d: Training / coaching logs</p>	<p>6. d: N/A</p>	<p>6. d: N/A</p>
<p><b>(Focus on High Priority Students, Rubric Item #2, Bullet 1 and Rubric Item # 3, Bullets 2-3)</b></p> <p>7. The district will train all teachers, including special education teachers and teachers of English learners, in the continuum of curriculum and materials for <u>strategic and intensive</u> mathematics intervention, including:</p> <p>a. Training on numeric, graphic and algebraic representations; building conceptual understanding and mathematical reasoning; problem-solving strategies; building academic language, etc.);</p> <p>b. Training on the effective use of ancillary components of the SBE and local board adopted mathematics curriculum;</p> <p>c. Training on all district-approved supplementary curriculum materials;</p> <p>d. Training opportunities offered through the Kern County Superintendent of Schools, as approved by site and district administrators, to include ELPD support.</p>	<p>7. Superintendent; Principals; Title I Resource Teachers</p>	<p>7. Oct. 08 – May 09</p>	<p>7. Hourly rate for after school trainings; substitute teacher costs</p>	<p>7. Training logs; classroom observation data</p>	<p>7. See Section C #11 (on page 12)</p>	<p>7. See Section C #11 (on page 12)</p>
<p><b>(Focus on High Priority Students, Rubric Item 2, Bullets 1-2)</b></p> <p>8. The district will train, assist, and enhance collaboration among teachers of <u>students with disabilities</u>, providing support with the following:</p> <p>a. Differentiation of instruction for students with disabilities (e.g., manipulatives, instruction in academic vocabulary and text comprehension, etc.);</p> <p>b. Establishing and implementing accommodations and modifications;</p> <p>c. Training in the continuum of SBE and locally adopted materials, including universal access components;</p>	<p>8. a-g: Superintendent; Principals; Special Education Coordinator</p>	<p>8. a-g: Oct. 08 – May 09</p>	<p>8. a-g: No related expenditures</p>	<p>8. a-g: Training logs; classroom observation data</p>	<p>8. a-g: N/A</p>	<p>8. a-g: N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
<p>d. In-class coaching and mentoring, as approved by site administrator;</p> <p>e. Opportunities for peer observation, as approved by site administrator;</p> <p>f. Professional development opportunities offered through the Kern County Superintendent of Schools, as approved by site and district administrators;</p> <p>g. Relevant conference attendance, as approved by site administrator and district administrators.</p> <p>9. The district will provide classroom coaching and mentoring support, as needed, based upon teacher request or based upon a need observed by the site administrator. Classroom coaching and mentoring support will be provided by mentor teachers, peer teachers, district coordinators, administrators, Kern County Superintendent of Schools coordinators, or other appropriate resource persons, as agreed upon by the site administrator and classroom teacher(s) receiving support.</p>	<p>9. Principals; DLT members</p>	<p>9. Oct. 08 – May 09</p>	<p>9. Substitute teacher costs</p>	<p>9. Coaching, mentoring, peer observation logs</p>	<p>9. See Section C #11 (on page 12)</p>	<p>9. See Section C #11 (on page 12)</p>
<p><b>(Focus on High Priority Students Rubric, Item #2, Bullet 2)</b></p> <p>10. The district will ensure that all teachers, including those who teach <u>students with disabilities</u>, will meet collaboratively by grade level or department at least one hour per month to review and discuss mathematics curriculum and curriculum-embedded assessments.</p>	<p>10. Principals; Special Education Coordinator</p>	<p>10. Oct. 08 – May 09</p>	<p>10. No related expenditures</p>	<p>10. Collaboration logs / meeting minutes</p>	<p>10. N/A</p>	<p>10. N/A</p>
<p>11. The district will enhance communication between current and subsequent grade level teachers by creating “vertical” collaboration meetings to discuss and review skills that students will need for the next grade.</p>	<p>11. Superintendent; Principals; DLT members</p>	<p>11. Feb 08 – March 09</p>	<p>11. No related expenditures</p>	<p>11. Meeting minutes; sign-in sheets</p>	<p>11. N/A</p>	<p>11. N/A</p>
<p>12. The district will oversee the implementation of “milestone” minutes during the weeks after STAR testing to frontload students with the skills addressed above in #11.</p>	<p>12 Principals; DLT members</p>	<p>12. May 09</p>	<p>12. No related expenditures</p>	<p>12 Classroom observation data; lesson plans</p>	<p>12. N/A</p>	<p>12. N/A</p>
<p><b>(Professional Development for Administrators Rubric, Item #1)</b></p> <p>13. Both of the site administrators (100%) have completed the AB 75/AB 430 Module One training for the mathematics program in</p>	<p>13. N/A</p>	<p>13. N/A</p>	<p>13. N/A</p>	<p>13. N/A</p>	<p>13. N/A</p>	<p>13. N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
use at their respective sites, including follow-up practicum hours.						
<b>(Professional Development for Administrators Rubric, Item #2)</b>						
14. The district will ensure that all new site administrators hired by the district will complete AB 430 principal’s training, including practicum hours, as a condition of employment.	14. Superintendent	14. Ongoing	14. See ELA C #17 (on pg 14)	14. Certificate of Completion	14. See ELA C #17 (on pg 14)	14. See ELA C #17 (on pg 14)
15. The district will ensure that all site administrators will complete SB 472 mathematics training when the 2007 mathematics program(s) are selected and board approved.	15. Superintendent	15. Ongoing, with new adoptions	15. Cost of SB 472 training	15. Certificate of Completion	15. See Section C #18 (on page 14)	15. See Section C #18 (on page 14)
<b>(Professional Development for Administrators Rubric, Item #3)</b>						
16. Site administrators will attend and complete the English Learner Institute for Administrators, which includes:	16. Superintendent	16. 2009-10	16. See ELA C # 19 (on page 14)	16. Certificate of Completion	16. See ELA C # 19 (on page 14)	16. See ELA C # 19 (on page 14)
<ul style="list-style-type: none"> <li>a. Training in the Sheltered Instruction Observation Protocol Tool;</li> <li>b. Training on the implementation of mathematics curriculum for English learners;</li> <li>c. Principles of second language acquisition;</li> <li>d. Current research on English learners;</li> <li>e. Research-based programs that provide accelerated learning for English learners.</li> </ul>						
17. Site administrators will complete the SB 472 English Learner Professional Development (ELPD) program along with their teachers.	17. Superintendent	17. 2008-09	17. See ELA C #20 (on pg 14)	17. Certificate of Completion	17. See ELA C #20 (on pg 14)	17. See ELA C #20 (on pg 14)
<b>(Professional Development for Administrators Rubric, Item #4)</b>						
18. The district will ensure that site administrators and staff will receive training on the implementation of programs for students with disabilities.	18. Superintendent	18. 2009-10	18. See ELA C #21 (on pg 14)	18. Training log; sign in sheet	18. See ELA C #21 (on pg 14)	18. See ELA C #21 (on pg 14)
19. The district will ensure that site administrators and DLT members will receive Response to Intervention training in order to learn necessary information to develop a tiered system of evidence-based interventions.	19. Superintendent	19. 2008-09	19. See ELA C #22 (on pg 14)	19. Training log; sign in sheet	19. See ELA C #22 (on pg 14)	19. See ELA C #22 (on pg 14)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<b>D. <u>Monitoring Program Effectiveness</u></b>						
1. The district will collaborate monthly with the KCSOS DAIT team to monitor the implementation of the LEA Plan action steps.	1. Superintendent	1. Aug. 08 – May 09	1. No related expenditures	1. Monthly mtg. calendar/minutes	1. N/A	1. N/A
2. The district will develop and implement a formalized system to ensure the ongoing monitoring of the following: c. the daily use of ELA core and core replacement materials; d. adherence to required ELA instructional minutes (see B.1); e. adherence to pacing guides for all adopted programs, including discussions to adjust pacing guides, as needed, for effective program implementation.	2. Superintendent	2. Oct. 08 – May 09	2. No related expenditures	2. Classroom observation data	2. N/A	2. N/A
3. The district will monitor mathematics formative and summative assessment data in order to: a. Analyze student progress; b. Facilitate fluid student grouping; c. Plan and implement effective professional development opportunities during Early Release Days.	3. Superintendent	3. Sept. 08 – May 10	3. No related expenditures	3. Meeting minutes; attendance logs	3. N/A	3. N/A
4. The district will develop and implement a districtwide classroom walk-through observation plan that describes the frequency of informal classroom observations.	4. Superintendent; Principals	4. Oct. 08 – May 09	4. No related expenditures	4. Classroom observation plan; classroom observation data	4. N/A	4. N/A
5. The district will develop a protocol for providing feedback related to classroom observations, fidelity to adopted mathematics programs, usage of learned strategies, and adherence to instructional minutes.	5. Superintendent; Principals	5. Oct. 08 – May 09	5. No related expenditures	5. District observation / feedback form	5. N/A	5. N/A
6. The district will develop a plan to facilitate organized coaching opportunities for teachers, based on request and/or site administrator recommendation, in which coordinators and peer teachers meet prior to observations to discuss specific strategies they will be viewing, and de-brief afterwards to discuss what they observed and how the strategies might be applied in their own instructional practice.	6. Superintendent; Principals	6. Nov. 08 – May 09	6. Cost of release time for coaches & classroom teachers	6. Coaching log data	6. See Section C #11 (on page 12)	6. See Section C #11 (on page 12)
7. The district will review formative and summative assessment data, according to the master assessment calendar, to evaluate	7. Superintendent; Principals	7. Dec. 08 – May 09	7. No related expenditures	7. Assessment data summaries	7. N/A	7. N/A

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
overall mathematics program effectiveness and make modifications, as needed.						
<p><b><u>E. Targeting Services and Programs to Lowest-performing Student Groups</u></b>  <b>(Focus on High Priority Students, Rubric Item #3, Bullet 1)</b></p> <p>1. The district will develop a diagnostic placement process to assess which students require <u>strategic or intensive</u> intervention in mathematics and place them in appropriate intervention classes by doing the following:</p> <ul style="list-style-type: none"> <li>a. The district will review curriculum-embedded assessments to determine their appropriateness in placing and grouping students for strategic and intensive intervention.</li> <li>b. The district will develop a plan for the identification, placement and instruction of strategic and intensive students, including entrance/exit criteria and procedures for flexible grouping.</li> <li>c. The district will administer agreed upon placement tests, and create a master spreadsheet of student assessment data for use in determining appropriate strategic and intensive intervention, and for use in creating a record of student progress using multiple data sets.</li> <li>d. Site administrators will collaborate with coordinators and teachers to do the following: <ul style="list-style-type: none"> <li>d.1 Identify students for strategic and intensive mathematics intervention;</li> <li>d.2 Ensure that a sufficient number of SB 472 trained teachers are identified to provide intensive level instruction for students in grades 4-8 who are working more than 2 years below grade level;</li> <li>d.3 Monitor ongoing student progress and adjust program placement, as needed;</li> <li>d.4 Communicate regularly with teachers, parents and students concerning student progress.</li> </ul> </li> </ul>	<p>1.a: Principals; Title I Resource Teachers</p> <p>1. b: Superintendent; Principals</p> <p>1.c: Superintendents; Principals</p> <p>1. d: Superintendent; Principals</p>	<p>1.a: Aug. 08</p> <p>1. b: Aug. 08 – May 09</p> <p>1. c: Aug. 08 for the 2008-09 school year; May 09 for 2009-10</p> <p>1. d: Aug. 08 – May 09</p>	<p>1.a: No related expenditures</p> <p>1. b: No related expenditures</p> <p>1. c: No related expenditures</p> <p>1. d: No related expenditures</p>	<p>1.a: Master spreadsheet with multiple data sets</p> <p>1. b: Lesson plans; classroom observation data</p> <p>1. c: Master spreadsheet of student data</p> <p>1. d: Master spreadsheet of student data; meeting minutes</p>	<p>1.a: N/A</p> <p>1. b: N/A</p> <p>1. c: N/A</p> <p>1. d: N/A</p>	<p>1.a: N/A</p> <p>1. b: N/A</p> <p>1. c: N/A</p> <p>1. d: N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p><b>(Focus on High Priority Students, Rubric Item # 3, Bullet 2)</b></p> <p>2. The district will select and implement and/or pilot <u>intensive</u> intervention materials during the 2008-00 school year for students in grades K-8 who are identified as 2 or more years below grade level in mathematics (see section A #4 on page 21). Intensive intervention will be phased in as separate, extended period classes during the 2008-09 school year.</p> <p><b>(Focus on High Priority Students, Rubric Item # 3, Bullet 3)</b></p> <p>3. The district will monitor the implementation of current ancillary materials with <u>strategic</u> level students who are working 1-2 years below grade-level standards, including identified English learners and students with disabilities.</p> <p><b>(Focus on High Priority Students, Rubric Item # 3, Bullet 3)</b></p> <p>4. The district will continue to provide differentiated instruction to <u>students with disabilities</u> in grades K-8 utilizing a continuum of SBE and locally adopted mathematics materials, as identified in each student's IEP goals (see section A, #6 on page 22).</p> <p>a. The district will continue to assess all students with disabilities and use the assessment results to guide the development of the Individual Educational Plan (IEP), including:</p> <ul style="list-style-type: none"> <li>a.1 data from 3-year evaluations and annual assessment</li> <li>a.2 data from curriculum-embedded assessments</li> <li>a.3 data from CST tests</li> <li>a.4 data from CELDT tests, if applicable</li> </ul> <p>b. The district will continue to provide a continuum of mathematics intervention programs to meet the individual needs of students with disabilities, including:</p> <ul style="list-style-type: none"> <li>c.1 SBE and local board adopted mathematics core program materials, including universal access components (i.e., Scott Foresman, Houghton Mifflin, McDougal Littell)</li> <li>c.2 SBE and local board adopted mathematics intervention program materials, upon selection</li> <li>c.3 Touch Math materials</li> </ul>	<p>2. Superintendent; Principals; Math Adoption Committee Rep</p> <p>3. Superintendent; Principals; Title I Resource Teachers</p> <p>4. Superintendent; Principals; Special Educ Coordinator</p>	<p>2. Nov. 08 – May 09</p> <p>3. Oct 08 – May 09</p> <p>4. Sept. 08 – May 09</p>	<p>2. Cost of intervention materials, unless a gratis pilot is provided</p> <p>3. No related expenditures</p> <p>4. Replacement materials</p>	<p>2. Board Minutes; P.O.; distribution list; classroom observation data; lesson plans</p> <p>3. Classroom observation data; lesson plans</p> <p>4. IEP Goals; classroom observation data; lesson plans</p>	<p>2. \$1,000, if not gratis</p> <p>3. N/A</p> <p>4. See Section A # 1-3 (on page 21)</p>	<p>2. 7156, 6300</p> <p>3. N/A</p> <p>4. See Section A # 1-3 (on page 21)</p>



Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p><b>(Focus on High Priority Students, Rubric Item # 1, Bullet 3)</b></p> <p>5. The district will train teachers to utilize research-based EL strategies (e.g., building vocabulary and academic language; integrating the four language domains; structured conversation; think-pair-share; content/language objectives; building background knowledge, etc.) during the daily implementation of the currently adopted core programs, including support materials, (i.e., Scott Foresman, Houghton Mifflin, and McDougal Littell), to render mathematics content comprehensible for all <u>English learners</u>.</p> <p>6. As a part of the 2008-09 mathematics adoption process, the district will pilot 2007 SBE adopted materials to ensure that the selected programs are inclusive of research-based strategies necessary to render content comprehensible for <u>English learners</u>.</p> <p>7. <b><u>Migrant Students</u></b></p> <p>a. The Migrant Education Program will continue to identify students for services based on the criteria outlined in the Vineland School District Migrant Plan.</p> <p>b. The district will continue to meet the fundamental learning needs of migrant students through the coordinated efforts of its classroom teachers and migrant education staff.</p> <ul style="list-style-type: none"> <li>▪ b.1 Migrant Resource Teachers and Night School/Extended Evening staff will continue to collaborate with Title I Resource Teachers and Classroom Teachers on a weekly basis via email correspondence to discuss the specific instructional needs of all identified Migrant students.</li> <li>▪ b.2 Classroom teachers will be given an updated monthly roster of identified Migrant students.</li> </ul> <p>c. Identified Migrant students, along with their parents, will continue to be provided with core curriculum support in English Language Arts, Mathematics, and English Language Development via tutoring and homework support.</p> <p>d. Students and parents will continue to receive Migrant services two evenings per week, three hours per session.</p>	<p>5. Superintendent; Principals; DLT members</p> <p>6. Superintendent; Title III Coordinator; Math Adoption Committee</p> <p>7. a-d: Superintendent; Migrant Coordinator</p>	<p>5. Monthly trainings, Oct. 08 – May 08; classroom coaching, modeling</p> <p>6. Oct. 09 – March 09</p> <p>7. a-d: Aug. 08 – May 09</p>	<p>5. Substitute teacher costs for Teacher Leaders and classroom teachers</p> <p>6. No related expenditures</p> <p>7. See a-d: ELA Section E, # 5 (on page 20)</p>	<p>5. Training agendas; sign-in sheets; coaching/mentoring logs</p> <p>6. Adoption committee rating records</p> <p>7. a-d: Salaries; Benefits; Materials</p>	<p>5. See Math C #6</p> <p>6. N/A</p> <p>7. a-d: See ELA Section E, # 5 (on page 20)</p>	<p>5. 7294, 7393, 7280</p> <p>6. N/A</p> <p>7. a-d: 3060</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 ELL Students**

Description of Specific Actions to Improve Education Practice for English Language Learners	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>As discussed throughout Goal 1 above, the district will do the following to improve the instructional program and practices for English language learners:</p> <p><b>(Focus on High Priority Students Rubric, Item #1, Bullet 2)</b></p> <p>1. The district will review and adhere to policies, procedures and cut points which identify placement and exit criteria for ELD classes, as outlined in the English Learner Master Plan. The English Learner Master Plan clearly identifies placement criteria for the Structured English Immersion Instruction Program, the Sheltered English Mainstream Instructional Program, Alternate Transitional Bilingual Instructional Program, and English Language Development, as well as procedures for ongoing monitoring of student progress, and .redesignation.</p> <p>2. The district will ensure that all English learners are appropriately assessed and provided leveled, systematic ELD for at least 30 minutes daily, with materials (i.e., Avenues and High Point) appropriate for their respective English proficiency level based on the CELDT.</p> <p>3. The district will ensure that all English learners are appropriately assessed and placed in ELA and mathematics classes according to instructional need, and that all ELA and math teachers with English learners assigned to them are properly credentialed to teach English learners.</p> <p>4. The district will ensure that all teachers of English learners implement SBE and local board adopted ELA, mathematics, and ELD instructional programs fully, with fidelity, and for the appropriate number of instructional minutes (see ELA, Section B #1 and Math, Section B #1).</p>	<p>1. Superintendent; Principals; Title III Coordinator</p> <p>2. Superintendent; Principals; Title III Coordinator</p> <p>3. Superintendent; Principals; Title III Coordinator</p> <p>4. Superintendent; Principals</p>	<p>1. Sept. 08 – May 10</p> <p>2. Sept. 08 – May 10</p> <p>3. Aug. 08 – May 10</p> <p>4. Aug. 08 – May 10</p>	<p>1. No related expenditures</p> <p>2. No related expenditures</p> <p>3. No related expenditures</p> <p>4. No related expenditures</p>	<p>1. EL Master Plan; master spreadsheet of student assessment data; class lists</p> <p>2. EL Master Plan; CELDT data; Class lists</p> <p>3. CELDT data; assessment data; class lists</p> <p>4. Classroom observations; lesson plans</p>	<p>1. N/A</p> <p>2. N/A</p> <p>3. N/A</p> <p>4. N/A</p>	<p>1. N/A</p> <p>2. N/A</p> <p>3. N/A</p> <p>4. N/A</p>

Description of Specific Actions to Improve Education Practice for English Language Learners	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
5. The district will monitor teacher adherence to the Avenues ELD pacing calendar.	5. Principals; Title III Coordinator	5. Sept. 08 – May 10	5. See ELA A #7 (on page 2)	5. Classroom observation data; lesson plans	5. See ELA A #7 (on page 2)	5. See ELA A #7 (on page 2)
6. The district will develop pacing guides for each of the High Point levels, and monitor teacher adherence to the pacing calendar. The district will require teachers to review the adequacy of time allocations established in pacing calendars and provide suggestions for revision, allowing the district to formally adapt pacing guides as needed.	6. Principal; Title III Coordinator	6. Sept – Oct. 08; ongoing monitoring	6. No related expenditures	6. Pacing guides; classroom observation data; lesson plans	6. N/A	6. N/A
7. The district will utilize Early Release Days to train and assist teachers of English learners on instructional delivery strategies that render content comprehensible to students learning English. During these trainings, teachers will be provided time to collaborate and develop plan lessons to incorporate EL strategies into their daily instruction.	7. a-b: Superintendent; Principals; Title III Coordinator	7. a-b: Early release days – monthly Oct. 08 - May	7. a-d: See ELA C #7 (on pages 10-11)	7. a-b: Early Release Day agendas & sign-in sheets; Teacher Leader training & coaching logs	7. a-d: See ELA C #7 (on pages 10-11)	7. a-d: See ELA C #7 (on pages 10-11)
<p>a. Training will be provided on the following strategies:</p> <p><u>2008-09</u></p> <ul style="list-style-type: none"> <li>▪ Building Vocabulary &amp; Academic Language</li> <li>▪ Integrating the Four Language Domains</li> <li>▪ Structured Conversation</li> </ul> <p><u>2009-10</u></p> <ul style="list-style-type: none"> <li>▪ Think-Pair-Share</li> <li>▪ Content and Language Objectives</li> <li>▪ Building Background Knowledge</li> </ul> <p>b. After training has been received, teachers will be provided with implementation support through the services of the Title III Coordinator and a group of trained “Teacher Leaders” who will provide coaching, modeling and mentoring on the use of the above mentioned strategies, as well as Focused Approach support.</p> <p>c. After training has been received, grade levels will be provided with implementation support through the services of the Title III Coordinator and “Teacher Leaders” who support with collaborative lesson planning.</p>	7. c: Title III Coordinator	7. c: Oct. 08 – May 09		7. c: Training & coaching logs		

Description of Specific Actions to Improve Education Practice for English Language Learners	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>d. Instruction will be monitored by site administrators and the Title III Coordinator to ensure that teachers are practicing and utilizing learned EL strategies.</p>	<p>7. d: Principals; Title III Coord.</p>	<p>7. d: Oct. 08 – May 09</p>		<p>7. d: Classroom observation data</p>		
<p>8. The Title III Coordinator and “Teacher Leaders” will work with teachers during scheduled grade level meetings to provide support on the effective use of universal access components of the SBE and local board adopted ELA curriculum.</p>	<p>8. Principals; Title III Coord.</p>	<p>8. Oct. 08 – May 09</p>	<p>8. No related expenditures</p>	<p>8. Grade Level meeting minutes</p>	<p>8. N/A</p>	<p>8. N/A</p>
<p>9. The Title III Coordinator and “Teacher Leaders” will work with site principals to schedule opportunities for peer observation.</p>	<p>9. Principals; Title III Coord.</p>	<p>9. Oct. 08 – May 09</p>	<p>9. See ELA C #8b (on page 11) and Math C #6 (on page 28)</p>	<p>9. Peer observation schedule</p>	<p>9. See ELA C #8b (on page 11) and Math C #6 (on page 28)</p>	<p>9. See ELA C #8b (on page 11) and Math C #6 (on page 28)</p>
<p>10. The district will schedule monthly opportunities for teachers and administrators to review student progress, adjust student placement, as needed, and discuss alternative strategies and techniques for English learners who are not making progress.</p>	<p>10. Principals; Title III Coord.</p>	<p>10. Oct. 08 – May 09</p>	<p>10. No related expenditures</p>	<p>10. Master list of assessment data; class lists; meeting minutes</p>	<p>10. N/A</p>	<p>10. N/A</p>
<p>11. The district will develop and implement a system for communicating with English learners and their parents concerning ongoing achievement and home support.</p>	<p>11. Principals; Title III Coord.</p>	<p>11. Oct. 08 – May 09</p>	<p>11. No related expenditures</p>	<p>11. Communication Plan</p>	<p>11. N/A</p>	<p>11. N/A</p>
<p>12. Site <u>administrators</u> will attend and complete the English Learner Institute for Administrators (as described in ELA, C # 19 on page 14 &amp; Math, C #14 on page 31).</p>	<p>12. Principals; Title III Coord.</p>	<p>12. 2009-10</p>	<p>12. See ELA C #19 (on page 14) and Math C #16 (on page 31)</p>	<p>12. Certificate of Completion</p>	<p>12. See ELA C #19 (on page 14) and Math C #16 (on page 31)</p>	<p>12. See ELA C #19 (on page 14) and Math C #16 (on page 31)</p>
<p>13. Site <u>administrators</u> will complete the SB 472 English Learner Professional Development (ELPD) program along with their teachers (as described in ELA, C #20 on page 14 &amp; Math, C # 17 on page 31).</p>	<p>13. Principals; Title III Coord.</p>	<p>13. 2008-09</p>	<p>13. ELA, C #20 on page 14 &amp; Math, C # 17 on page 31).</p>	<p>13. Certificate of Completion</p>	<p>13. ELA, C #20 on page 14 &amp; Math, C # 17 on page 31).</p>	<p>13. ELA, C #20 on page 14 &amp; Math, C # 17 on page 31).</p>

