

VINELAND SCHOOL DISTRICT

Local Education Agency Plan -Executive Summary- 2013-2015

Strategy. High Quality Instruction At-Scale. The District shall provide a high-quality, well-rounded educational experience to all students that is rigorous, relevant, and engaging so that all students meet or exceed state and federal academic performance goals for all students and numerically significant subgroups, as measured by: a) performance on standardized tests, b) score on the Academic Performance Index, c) percent of English learners that become English proficient, and d) the English learner reclassification rate. Additionally, all students will meet or exceed all District indicators of performance in required areas of study, as measured by performance on grade level district benchmark assessments.

Action. Common Core State Standards. The District will fully implement the Common Core State Standards (CCSS).

Action. Instructional Material Sufficiency. The District will ensure all students have access to and all teachers shall utilize the State Board of Education (SBE) and Vineland School District Board of Trustees adopted core instructional materials.

- Curriculum Adoption.
 - Mathematics (2014-2015)
 - Language Arts (2015-2016)
 - History-Social Studies (TBD)
 - Science (TBD)
- Instructional Material Replacement/Replenishment.
 - Mathematics
 - Language Arts
 - Science
 - History- Social Studies

Action. Instructional Coherence. The District will develop instructional coherence through:

- Curriculum Mapping. The scope and sequence) for interdisciplinary units and mathematics units for teaching and assessing standards and skills by grade and/or course, and which include opportunities for re-teaching and enrichment.
- Curriculum Calibration. The regular grade level and/or skill level calibration of instructional activities/materials to ensure appropriate alignment between those activities and materials/activities and the grade level learning targets and content standards.
- Balanced and Coherent System of Assessments. The effective and appropriate protocols of assessment of student learning to determine the extent to which a gap may or may not exist between what was supposed to be taught, what was taught, and what was learned.
- K-8 Grading System to Reflect Standards and Competencies. The effective student performance grading system that is timely, accurate, consistent, and meaningfully represents what students knows and/or are able to do in relation to the Common Core State Standards.

Action. Highly Effective Instructional Strategies. The District will ensure all teachers integrate effective instructional strategies to include:

- Robert Marzano’s “Nine Instructional Strategies For Effective Teaching and Learning”
- Phil Schlechty’s “Ten Highly Effective Design Qualities” into the daily instructional plans.
- Academic skill building and college readiness support programs and activities.
- Gradual release of responsibility strategies to shift the responsibility of learning from teacher-directed instruction to student processing activities.
- Whole brain teaching and learning strategies, which centers on the use of active learning and rituals in the classroom where student become the teachers and teachers become “facilitations of learning.”
- Appropriate and effective instructional grouping and scheduling based on each student’s proficiency level, which are designed to supplement explicit teacher-delivered instruction, maximize student performance, and accommodate and reflect student progress.
- Use of graphic organizers, such as Thinking Maps®, to help students classify ideas and communicate more effectively.

Action. Language and Literacy Skills. The District will implement and monitor targeted programs and instructional activities designed to improve language and literacy skills to support students in acquiring English language fluency skills and accessing the core curriculum by providing variety of high interests texts, aligned to themes in adopted Reading/English-Language Arts (ELA) and English Language, providing multiple opportunities to speak and write, increasing foundational knowledge of second language acquisition principles, integrating English Language Development (ELD) objectives into planning, delivery, and assessment. Such strategies and supports include:

- Daily instructional time, as recommended by the Reading/Language Arts Framework for California Public Schools Kindergarten through Grade Twelve (2007).
- District wide writing program for all students, such as
 - *Write from the Beginning . . . and Beyond*
 - *Write for the Future*
- An effective reading comprehension and fluency program such as:
 - Star Reading
 - Accelerated Reader
 - Latino Family Literacy Project
- Print rich environment in the Grades K-6 classrooms.
- Access to library-media services.
- Strategic English Language Development, such as
 - Milestones
 - EL Achieve
 - English 3D Scholastic
 - English In A Flash
 - Imagine Learning

Action. College and Career Readiness Anchor Reading Standards. The District will integrate the College and Career Readiness Anchor Reading Standards into the instructional program in order to develop rich content knowledge within and across grades and where students will be able to acquire the habits of reading independently and closely, which are essential to their future success.

Action. Standards of Mathematical Practice. The District will integrate the Standards for Mathematical Practice into the instructional program.

Action. Mathematical Fluency. The District will implement and monitor targeted programs and instructional activities designed to increase mathematical fluency where students are able to demonstrate flexibility in the computational methods they choose, understand and explain these methods, and produce accurate answers efficiently. Such strategies and supports include:

- Daily instructional time, as recommended by the Mathematics Framework for California Public Schools Kindergarten through Grade Twelve (2007).
- An effective math fluency program such as:
 - Star Math
 - Accelerated Math
 - Math Facts In A Flash

Action. Instructional Technology and Digital Resources. The District will expand access to and the use of instructional technology and digital resources to support and enhance the teaching and learning process.

Action. Framework for 21st Century Learning. The District will integrate the 21st Century themes and skills into the instructional program. The theme(s) will be used to construct enduring understandings. The enduring understandings are the essential knowledge and expertise (big idea) derived from the identified theme(s) for which the students will be assessed throughout and at the end of the unit of study. The skills will be the means by which students will demonstrate mastery and understanding of the enduring understandings by way of writing assessments, project-based assessments, and/or performance-based assessments. Together, the 21st Century themes and skills bring “real-life” meaning to unit of study.

Action. Professional Learning Communities (PLC). The District will implement appropriate and effective strategies to build the collaborative culture of a Professional Learning Community (PLC) and assist administrators, teachers, and paraprofessionals educators succeed as members of high-performing collaborative teams. (20 hours of collaboration time)

Action. Monitoring, Evaluating, and Reporting Instructional Effectiveness and Student Learning. The District will provide teachers, administrators, and paraprofessionals with regular and systematic opportunities to collect, analyze, and apply student achievement data, student support data, and other district-wide and school-wide data in order to effectively:

- Evaluate the effectiveness of the academic program and make recommendations for improvement.
- Develop/revise the academic support plans to address student academic deficiencies for those students in need.
- Monitor student performance progress throughout the school year.
- Provide recommendations for instructional strategies.

Strategy. Response to Instruction and Intervention (RtI²) Program. Response to Instruction and Intervention (RtI²) is a general education approach of high quality instruction, early intervention, and prevention and behavioral strategies. Of the many solution strategies employed nationwide, Response to Instruction and Intervention (RtI²) is an approach with evidence of success with creating the conditions necessary for closing the achievement gap and improving problem behaviors. The Response to Instruction and Intervention (RtI²) process focuses on individual students who are struggling and provides a vehicle for teamwork to strengthen their performances before educational problems increase in intensity. Leadership is critical to the implementation of Response to Instruction and Intervention (RtI²). To be effective, Response to Instruction and Intervention (RtI²) must harness and coordinate the full resources of the school, district, and community. Administrators and their leadership teams, in collaboration with all teachers, have central roles in the planning, implementation, and successful day-to-day use of the Response to Instruction and Intervention (RtI²) approach. Analysis of how students respond to instruction and interventions is an organizing principle for structures and programs that already exist in our schools. An education system implementing Response to Instruction and Intervention (RtI²) promotes collaboration and shared responsibility for the learning of all students across all personnel, programs, and parent inclusion processes located in any given school. Further, data gathered from Response to Instruction and Intervention (RtI²) can be utilized in the identification process to determine if a student requires special education services.

Action. Response to Instruction and Intervention (RtI²) Program. The District will develop and implement an appropriate and effective Response to Instruction and Intervention (RtI²) program for all students not meeting grade level standards.

- Comprehensive Instructional Aides
- Community Liaison
- At-Risk Coordinator
- Student Assistance Team
- Homeless Services

Action. Extended School Year. All schools shall provide targeted academic intervention/remediation (focused on language and literacy skills and mathematics), acceleration, and enrichment beyond the regular school year (i.e., winter and summer intercession). All extended school year programs shall include the following components:

- Student selection criteria
- Research-based curriculum to be used
- Method of student progress monitoring
- Schedule of support
- Program monitoring/evaluation criteria

Action. Extended School Day. All schools shall provide targeted academic intervention/remediation focused on language and literacy skills and mathematics before and/or after the regular school day for all students who are not meeting grade level standards and Long-Term English Learners (L-TEL) and those at-risk of becoming Long-Term English Learners (L-TEL). All extended school day programs shall include the following components:

- Student selection criteria
- Research-based curriculum to be used
- Method of student progress monitoring
- Schedule of support
- Exit criteria
- Program monitoring/evaluation criteria

Action. Supplemental Educational Services (SES). The District will contract with state approved SES providers to provide In-home targeted academic intervention after the regular school day for all students who are not meeting grade level standards (Far Below Basic, Below Basic, Basic) in mathematics and/or Reading/English Language Arts.

Action. After School Education and Safety (ASES). The District will provide provides literacy, academic enrichment and safe constructive alternatives for students through the After School Education and Safety (ASES) Program. Each school site shall operate an ASES program.

Action. Migrant Education. The District will provide academic instruction; remedial and compensatory instruction; bilingual and multicultural instruction; vocational instruction; career education services; special guidance; counseling and testing services; health services; and preschool services to all eligible Migrant students and their families.

Strategy. A Safe, Caring, and Nurturing School Environment. The District shall ensure a safe, healthy, and secure environment for all students, parents, and employees and shall implement a student code of conduct/behavior management and attendance models that promote positive student engagement and school climate as measured by: a) school attendance rates, b) chronic absenteeism rates, c) middle school dropout rates, d) student suspension rates, e) student expulsion rates, and f) other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.

Action. Positive Student Attendance Program. The District will implement and monitor an effective positive students attendance program to promote regular school attendance is a necessary part of the learning process and the means to graduation with a good education.

Action. Character Education. The District will implement an effective and appropriate character education program as a proactive effort foster ethical, responsible, and caring students and which may be used as the underpinning for other critical issues such as discipline problems, gang violence, teen pregnancy, and poor academic achievement. Such programs include:

- Character Counts
- Positive Behavior Intervention and Support (PBiS)

Action. Co-Curricular and Extra-Curricular Programs. The District will ensure that all students have access to co-curricular and extracurricular activities as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.

Action. Visual and Performing Arts Program. The District will ensure that all students have access to a visual and performing arts program as a means of developing the “whole student,” as well as connecting the student to the school and its instructional programs.

Strategy. Individual and Collective Efficacy and Accountability Among Administrators, Teachers, and Paraprofessionals. The District shall establish and continually foster a culture of individual and collective efficacy and accountability by mobilizing the faculty and staff to improve the systems, structures, practices, and protocols that will promote an accessible, rigorous, coherent, and articulated curriculum that delivers high quality teaching and is grounded in high expectations for all students.

Action. Highly Qualified Teachers and Paraprofessionals. The District will continue to actively recruit and retain highly effective teachers, administrators, and paraprofessionals who are fully credentialed.

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Action. Targeted Professional Development. All professional development shall be aligned to the annual district and school-wide needs assessment. Initial, refresher, and follow-on professional development. Such professional development activities include:

- High quality professional development and training in core content knowledge; effective instructional strategies, methods and skills.
- High quality professional development in use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments
- Training in use of technology for instruction and analyzing achievement data.
- Teacher mentoring, induction and support programs for new teachers.

Strategy. Effective and Appropriate Family and Community Engagement Opportunities. The District shall build strong relationships with families and community members to increase capacity to navigate the educational system in order to partner and advocate for educational opportunities and access to high quality teaching and learning to optimize student achievement as measured by the degree to which the District implements activities consistent with the state's adopted *Family Engagement Framework*, 2011.

Action. Building Capacity. The District shall build capacity for families and community members by:

- Ensuring all schools have family and community involvement programs.
- Ensuring all school staff understand and implement required and effective family and community engagement practices at their schools.
- Establishing family and community -friendly volunteer policies to recruit and organize parent help and support.
- Training family and community members to successfully participate in curricular and budgetary decision-making.
- Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development.
- Ensuring staff and family and community member access to training in effective school, family, and community partnerships.
- Training staff, with the assistance of family and community members, in how to reach out to and work with family and community members as equal partners in their children's education.
- Ensuring that teachers and family and community members have the knowledge and tools to help students with homework and other curriculum-related activities (i.e., literacy and/or math nights, homework help, and classroom instructional observations).
- Example of Capacity Building Events: Title I family and community meeting, family literacy workshops, family math workshops, family homework help workshops, family transition/newcomer, parenting skills workshops, classroom instructional observations, parent-teacher conferences, and Community Based English Tutoring

Action. Demonstrate Leadership. The District shall provide opportunities for families and community members to develop and demonstrate leadership by:

- Meeting requirements of state and federal law regarding family involvement.
- Ensuring family and community member representation on district and school committees as required by law.
- Establishing district family and community member involvement policies and programs.
- Ensuring family and community member representation on district and school committees as required by law.
- Involving family and community member in advisory bodies and training strategies.
- Examples of Advisory Committees: District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), School Site Council (SSC), and English Learner Advisory Committee (ELAC).

Action. Monitor Progress. The District shall provide opportunities for family and community members to be involved in the monitoring the progress of the several District programs by:

- Providing oversight, support, and coordination of family and community member involvement activities among district schools and programs.
- Documenting progress of each school's implementation of its family and community member involvement program [EC 11503(c)(d), refers specifically to Title I].
- Examples of Advisory Committees: District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), School Site Council (SSC), English Learner Advisory Committee (ELAC).

Action. Access and Equity. The District shall ensure access and equity for all families and community members by:

- Ensuring that critical family and community member information is readily available in accessible formats and languages spoken by families in the district.
- Ensuring that family and community member representation on committees reflects the composition of the student body
- Ensuring that schools have a system in place with multiple strategies to facilitate two-way communication with family and community member on a regular basis.