

LEA Addendum Goal 2B

Develop a comprehensive “Response to Intervention” Program to serve the needs of English Learners and other students at risk including implementation of the most current SBE adopted and standards based materials with intervention implemented with ongoing support and coaching within the SB 472 structure.

DAIT Standards of Focus for Alignment of Curriculum, Instruction, and Assessments

- B.1. The district optimizes all students’ opportunities to access appropriate instruction, including underperforming students, English Language Learners, and students with special needs.
- B.3. The district provides and fully implements SBE-adopted and standards-based materials for all students, including intervention in reading/language arts and mathematics, and support for students failing to demonstrate proficiency in history, social studies, and science.
- B.5. The LEA employs specialists for improving student learning, including content experts and specialists with skills to assist students with special instructional needs.

DAIT Standards of Focus for Professional Development:

- G.1. The LEA plan includes budgeted coherent professional development activities that reflect research-based strategies for improved student achievement and a focus on standards-based content knowledge.
- G.2. The LEA provides materials-based professional development, based on data and adoptions in use focused on improving student achievement.
- G.3. The LEA provides opportunities for professional development in current reading/language arts; math and interventions, through Assembly Bill (AB) 466/SB 472 training for teachers, and other materials based trainings as available. Content of SB 472 for mathematics, English Learners and RLA for upcoming adoptions will be implemented with newly adopted materials.
- G.4. The LEA provides opportunities for teachers to collaborate on the analysis and improvement of curriculum, instruction, and use of assessment data.

Actions	Activities/Timeline
<ol style="list-style-type: none"> 1. The DAIT team along with Instructional Services representatives will gather additional information through conversations at staff meetings, walk-through's and surveys to fully document all SBE-approved supplemental programs to arrive at a compilation of instructional delivery and interventions currently in place at all nineteen sites. 2. All K-8 classrooms will fully implement the most recent local board adopted language arts programs on a daily basis in the 2008-2009 school year. Houghton-Mifflin is currently being utilized for grades K-6, and the Prentice Hall Literature: Timeless Voices, Timeless Themes for grades 7-8. SRA REACH is being implemented in 4th-8th grade special day classes, 7th & 8th grade RSP classes and many elementary RSP programs. SRA Reading Mastery is being used in a variety of special education programs. 3. Ancillary materials and supplemental materials will be fully implemented during universal access time to support the RLA programs, and provide strategic intervention for students 1-2 years below grade level. 4. The Language! Program will be piloted in two schools in 2008-2009 as a core replacement program for English Language Arts for students two or more years below grade level. 5. Corrective Reading has been adopted and is being implemented with direct instruction coaching support. 6. SBE approved Reading/Language arts Intervention piloting process will begin in Sept. 2010 7. All 7-8 classrooms will fully implement the most recent local board adopted math programs on a daily basis in the 2008-2009 school year. The Scott Foresman Math is currently used for K-6, and College Preparatory Math and Prentice Hall Pre-Algebra are used in grades 7-8. Connecting Math Concepts is being utilized in selected RSP and SDC programs. 8. Ancillary materials and manipulatives will be fully implemented to support the math core program in all K-8 classrooms. 9. SBE approved math programs, inclusive of interventions are currently being piloted in our district. 	<p>Survey Completed by DAIT Site Visitations – Nov. – Jan.</p> <p>Instruction monitored – Aug.-June 2008 Walk-through's Leveling plans on file in C&I to meet needs of EL's; Intensive; Strategic Aug-June Walk-through's</p> <p>Language Training/Implementation completed August 08</p> <p>Direct Instruction Training Aug.- Sept. Corrective Reading fully implemented Language Arts Pilot Process begins Sept. 2010</p> <p>Mathematics monitored – Walk- through's, EL Shadowing, Benchmark assessments.</p> <p>Materials and manipulatives in place from last adoption.</p> <p>Math pilot began Aug. 2008- February 2009</p>

<p>10. The new local board adopted programs for Science will be fully implemented in all classrooms in 2008-2009.</p> <p>11. All elementary school teachers and all science teachers at the four junior high schools will receive training in the new Science adoptions in summer and fall 2008. The Science TOSA and Coordinator of Curriculum will oversee the full implementation of the new science programs.</p> <p>12. The DAIT team and Instructional Services department will monitor the full implementation of the most recent SBE-approved core programs at all school sites.</p> <p>13. All K-8 classrooms will provide appropriate instructional time for English Language Arts and math.</p> <p>14. All K-8 classrooms will provide additional time for strategic reading and math support during the school day. Reading intervention teachers and teacher tutors will provide support for struggling readers as a push-in program. RSP and SDC teachers will work in a learning center model to serve special education and general education students.</p> <p>15. A revised benchmark assessment system for the K-6 RLA program has been in development at each trimester to and distributed to all school sites.</p> <p>16. Benchmark assessments will be aligned with Key Standards for the 0910 school year with assistance from outside consultants, action teams, teacher surveys, and C&I</p> <p>17. All Special Day Class and RSP teachers and Instructional Aides will receive appropriate training in Corrective Reading and Direct Instruction in 2008-2009.</p> <p>18. The new Reading/Language arts programs inclusive of programs 2 and 5 will require alternative groupings of students within the language arts block with assessments to promote movement in a timely manner when students show progress. Support and coaching for alternative placements, instructional programs, student placement and the possible use of more than one RLA program will need to be in place.</p> <p>19. A Response to Intervention model will be fully developed to navigate the new RLA adoption options to include entry and exit criteria. Students will be identified to be placed in advanced, benchmark, strategic, and intensive groupings to occur during the day and during extended day offerings.</p>	<p>Science piloted 2007 – All new materials and staff development delivered – follow-up in process</p> <p>Science PD Opportunities along with Cal Poly – CaMSP{Math and Science Project DAIT will monitor pilot process</p> <p>Schedules and walk-through's will be implemented. ELA and ELD schedules infused in SPSA.</p> <p>Revised Trimester 1 assessment complete October 3, 2008. Distribution to sites ongoing. Revision of Trimester Benchmarks and Teachers guides Spring-Summer 2009 Direct Instruction additional PD opportunities with SPED TOSA – Winter/Spring 0809 Planning preparation through piloting process. Leadership Series will address the need for collaboration, student movement through groups. October – June 2010 August 2009 – June 2009</p>
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<p>20. A variety of extended day and intensive interventions will be articulated and developed based on standards, formative and summative assessment data to be replicated throughout the district with entry and exit criteria.</p>	<p>DAIT Researcher will take attendance data from 06-08 to identify best practices.</p>
<p>21. SB 472 training for mathematics (core programs and math interventions) will be offered in the summer of 2009. A structured follow-up program for the required SB472 80-hour practicum hours in math will be developed by the Math Action Team by June 2010.</p>	<p>SB 472 Math Summer 2009 - Spring 2010</p>
<p>22. All school site administrators (principals, assistant principals and deans) and district instructional services staff will receive SB472 or AB430 (modules I-III) training in the new math adoptions in summer 2009. Practicum hours will be monitored by district instructional services.</p>	
<p>23. Thirty five teachers will continue participating in the Math and Science initiative with Cal Poly University in 2008-2010.</p>	<p>CaMSP June 2008-June 2010</p>
<p>24. SB 472 training for English Learners (ELPD) will be offered for all teachers in the summer and winter of 2009. Due to the large numbers of English learners that our district is currently serving, all elementary and junior high school teachers will participate in the SB472 40-hour training on English Learner instruction. About 50% teachers will attend the training in winter 2009, and the remaining 50% will attend in summer 2009. A structured follow-up program for the required SB472 40-hour practicum will be developed by the English Learner Cadre by June 2009, and will be fully implemented in 2009-2010.</p>	<p>SB 472 EL Summer 2009 – Spring 2010</p>
<p>25. All school site administrators (principals, assistant principals and deans) and district instructional services staff will receive training on EL instruction (ELD, SDAIE) in summer 2010.</p>	
<p>26. SB 472 for RLA interventions programs will be offered in the summer of 2010 following RLA adoption. All classroom teachers, teacher tutors, reading intervention teachers and instructional aides in the 15 elementary schools, as well as all English/Language Arts and reading intervention teachers, and teacher tutors in the 4 junior high schools will participate in the 40-hour training for RLA throughout 2010-11. A structured follow-up program for the required SB472 40-hour practicum will be developed by the Reading Language Arts Action Team.</p>	<p>SB 472 RLA Summer 2010 – Spring 2011</p>
<p>27. All school site administrators (principals, assistant principals and deans) and district instructional services staff will receive SB472 or AB430 (modules I-III) training in the new RLA adoptions in summer 2010. Practicum hours will be monitored by district instructional</p>	

<p>services.</p> <p>28. ELD/RLA Intervention teachers/coaches will continue to be placed at each school site. A minimum of two full-time coaches will support English Language Development and Language Arts teachers at each school site by fall 2009.</p> <p>29. Currently Intervention teachers/coaches who are part of the EL Cadre are receiving training through Susana Dutro EL Achieve inclusive of the trainer of trainer's course in 2008-2009. Six full-day content sessions will be provided for EL Cadre in fall 2008.</p> <p>30. All ELD teachers will receive intensive training and coaching on the Systematic ELD Approach by EL Cadre starting January 2009.</p> <p>31. Intervention teachers/coaches will expand their services on our serving Students at Risk (SED, EL, SPED) during the 2008-09 school year. With a focus on moving Intermediate level Students at Risk (SED, EL, SPED) to Early Advanced and Advanced, extended day activities and strategies to include Saturday School, AVID program and activities to build their experiential base (e.g., field trips, guest speakers, and UCSB outreach) will be implemented in the 2008-09 school year.</p>	<p>August 08 – December 09</p> <p>Trainer of Trainers Institute – January 2009</p> <p>Monthly meetings</p> <p>Student attendance documentation of students served Extended Day – 10% of site T1 dollars, ASES and Migrant</p>
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