

**California Department of Education  
 Template for Documentation of Local Educational Agency in Program Improvement Corrective Action  
 with Intensive Technical Assistance  
 Part I (A): Template for Documentation of Implementation of Corrective Action 6**

Corrective Action 6	Status Report on Actions Taken to Implement
<p>Local Educational Agency (LEA) implementation of State Board of Education-adopted/standards aligned core and intervention materials ensuring full implementation in every classroom.</p> <ul style="list-style-type: none"> <li>• English/Reading-language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Core R/ELA instructional materials (<i>Open Court &amp; Prentice Hall - 2002 SBE-Adoption</i>) <b>continue</b> to be used daily in all (100%) of classrooms across the district. This has been verified by formal (joint) District/DAIT team walkthroughs conducted bi-monthly (Sept./Nov. 2010 and Feb. and <b>April/May 2011</b>) at all school sites. ALL elementary (ELA - core and intervention) and middle grades (ELA - core and intervention) teachers were observed for 30-minute blocks during each round of observations. The focus of the observations was fidelity of program implementation as well as <i>quality</i> of instructional practice (using Direct Instruction framework developed by SMCOE). As a consequence of these walkthroughs, site-specific action plans were developed for each that include both support (Professional Development [PD] &amp; Coaching in ELA) as well as accountability/ monitoring activities to be conducted by district and site personnel. The common areas of focus across schools were:             <ul style="list-style-type: none"> <li>○ There continues to be a need to vigilantly enact the curriculum to the <i>fully elaborated rigor</i> of all grade level standards in R/ELA</li> <li>○ There continues to be a need for teachers to enact high-quality instruction based on the "gradual release of responsibility" model in all schools</li> <li>○ Universal Access must be better utilized to address targeted intervention more effectively</li> </ul> </li> </ul> <p style="color: red;">At the end of May 2011, all site leadership teams reported (in formal reviews of progress) to district leadership and the SMCOE-DAIT on progress (using benchmark assessment data and walkthrough data) regarding implementation of foci above (as well as pre-existing</p>

district expectations) and next steps/imperatives for the 2011-12 school year. Although there was varying degrees of specificity and involvement of leadership teams in these presentations, all schools identified aligned priorities for the fall of 2011.

- R/ELA Intensive Intervention (*Inside*) are being used 100% in the classes identified as Intensive Intervention classes for ELA across the district. Teachers met with district-level reading coordinator quarterly to ensure fidelity and alignment of the instruction through the various levels. 100% of the *Inside* teachers have attended SB-472 (materials-based) training as of the end of the end of the 2010-11 school year. Upon review of these classes in the formal walkthroughs (referred to above), it was determined that these classes must continue to bolster the acceleration/pace of student learning so that, in fact, students can be returned to a strategic intervention class setting after two years (as intended in their design). It is unclear if that will be possible with as many students for whom it is expected at the end of this year. Upon the start of this school year, it has been noted that significant numbers of students have moved to the *strategic* band of intervention, so have been moved back into grade level curriculum. The district currently has four Intensive Intervention classes in total using the *Inside* curriculum fully. A few sites are using the *Inside* curriculum in small groups during, before, and after school to implement additional intervention instruction during specific allocated times.
- During late May/early June 2011, all students placed in the *Inside* ELA Intensive Intervention classes (based on a process described in previous quarterly reports) were systematically reviewed by district and site administrators using district benchmarks and *Inside* units assessment data, including CST, diagnostic, program and SWIS (behavior referral) data. Particular attention was paid in these meetings to the assignment of students with disabilities to these courses and the confirmation of this as continuing to provide "educational benefit" to students with I.E.P's. This process was observed by the DAIT and was completed at the beginning of the 2011-12 school year.
- ELD materials (*Avenues* [K-5] and *Santillana* [6-8]) continue to be used in re-grouped classes (by proficiency levels at common times during the school day) with 100% of English Learners during designated ELD blocks at all schools. Quality of instruction in the forms and functions of English, in the ELD blocks (daily, 30-40 minutes across schools) continues to be quite uneven across all schools and requires continued support and monitoring. This need continues from the past reports. Therefore, a 2011-12 district initiative is to provide more PD addressing EL's and language acquisition. A series of PDs focusing on language objectives, academic language, forms, and functions is being calendared at

most schools.

- Instructional pacing for Reading-Language Arts (as indicated in district pacing guides) continues to be followed district-wide (K-8) in 100% of classes with both core and intensive intervention materials with the exception of the administration of the STAR tests during the testing window in May.
- The district has enacted a policy of district-wide use of "Standards-Plus" in all 2-8<sup>th</sup> grade classrooms throughout the district in which /high-leverage standards are explicitly taught and assessed to students in 10-15 minute mini-lessons on a daily basis (in R/ELA). These materials were being used for the last year and a half in intensive intervention classes, but now are in place in all 2-8<sup>th</sup> grade classes as of September 2011.

- Mathematics

- Core mathematics instructional materials (*Everyday Mathematics (K-5)* & *Pearson Prentice Hall Mathematics (6<sup>th</sup>-8<sup>th</sup>)*, 2007 Adoption) continue to be used daily in 100% of classrooms across the district. This has been verified by formal (joint) District/DAIT team walkthroughs conducted bi-monthly (Sept./Nov. 2010, Feb. and April 2011) at all school sites. ALL elementary and middle grades teachers of mathematics were observed for 30-minute blocks during each round of observations. The focus of the observations was fidelity of program implementation as well as *quality* of instructional practice (using Direct Instruction framework developed by SMCOE). As a consequence of these walkthroughs, site-specific action plans have been developed for each school (including newly-created SIG recipient schools) that include both support (Professional Development [PD] & Coaching in Math) as well as accountability/ monitoring activities to be conducted by district and site personnel. The common Math implementation needs across all schools are as follows:
  - There continues to be a need to vigilantly enact the curriculum to the fully elaborated *rigor* of all grade level standards in Math
  - There continues to be a need for teachers to enact high-quality instruction based on the "gradual release of responsibility" model in all schools
  - Universal Access must be better utilized to address targeted intervention more effectively

At the end of May 2011, all site leadership teams reported (in formal reviews of progress) to district leadership and the SMCOE-DAIT on progress (using benchmark assessment data and walkthrough data) regarding implementation of foci above (as well as pre-existing district expectations) and next steps/imperatives for the 2011-12 school year. Although there was varying degrees of specificity and involvement of leadership teams in these presentations, all schools identified aligned priorities for the fall of 2011

- Instructional pacing (as indicated on district pacing guides) continues to be followed district-wide (K-8) in 100% of classes with core and intervention materials in mathematics. This practice has been verified by ongoing administrator walkthroughs as well DAIT walkthroughs.
- The district has enacted a policy of district-wide use of "Standards-Plus" in all 2-8<sup>th</sup> grade classrooms throughout the district in which /high-leverage standards are explicitly taught and assessed to students in 10-15 minute mini-lessons on a daily basis (in R/ELA). These materials were being used for the last year and a half in intensive intervention classes, but now are in place in all 2-8<sup>th</sup> grade classes as of September 2011.

LEA implementation of nine Essential Programs Components (EPCs) for instructional success in underperforming schools including interventions and supports for English learners (ELs), students with disabilities (SWDs), and other high priority students.

- All (100%) schools continue to generally implement the *Nine Essential Program Components* as monitored by both district, school and DAIT leaders. What follows is a specific statement of progress related to each EPC:
  - All schools (100%) are implementing the core instructional materials and continue monitoring of implementation of the core materials for fidelity. *Universal Access* (K-8) is an area of focus for continued growth in many (over 50%) of classrooms. The implementation of English Language Development materials in the appropriate classrooms is markedly improved since the last report (increased from less than half of classrooms in use, to now 90% of relevant classroom use), with evidence of the use of the district-adopted materials as well as schedules that reflect appropriate time allocations. **Quality of instruction in the forms and functions of English, in the ELD blocks (daily, 30-40 minutes across schools) needs continued support and monitoring. ELD and EL strategies professional development is a district initiative and focus this year. New pacing guides are being implemented district-wide. This continues with the submission of this SEVENTH quarterly report.**
  - The intensive intervention classes in the district in ELA and math support continue to be closely monitored by site administrators, district math coach and literacy coordinator. Student progress checks have been put in place to review student outcomes and placement. All students in the intervention programs are tagged as having participated in these programs so as to track ongoing growth.
  - All (100%) schools continue to allocate appropriate amounts of time for R/ELA, Math and ELD, as well as for intensive interventions in R/ELA and Mathematics. The receipt of SIG funds in two schools (Costaño and McNair Academies) has enabled these schools to enact longer school days to afford more time for programs. However, some schools still have significant interruptions in the contiguous flow of these classes (they are sometimes interrupted by Physical Education or other activities) continues to be an area of need at a few schools. **The 2011 fall schedules reflect consistent uninterrupted blocks for ELA, math, and ELD with required minutes being met for these content areas.**
  - District pacing guides continue to be used district-wide (K-8) in all classes with both core and intervention materials in ELA and Math. In addition, these pacing guides are

reviewed and adjusted as teachers work through the first years of the new curricula. There is a need to continue to refine district pacing guides to clearly delineate standards to be addressed during specific portions of the curriculum - they do not currently adequately identify this valuable information. This continues to be an area of need for the district. ELD pacing guides were to have been enacted in the fall and then refined during the early part of the school year - this has still not been completed.

- 83% of administrators (10 of 12) have attended materials based professional development in R/ELA and Math core curricula and some (58%) have attended training in R/ELA interventions.
- As indicated above (previous section of this report) all (100%) R/LA teachers have attended materials based professional development in R/ELA core curricula (2002 Adoptions) as well as the intensive intervention (*Inside*). 75% of teachers district-wide have attended this materials-based professional development in mathematics (2008 Adoptions) as well as interventions. Teachers will be invited to R/ELA & ELD Summer Institutes to continue their professional growth. The total number of teachers attending. The remaining 25% of teachers of mathematics and any new teachers will be trained in the Fall of 2010.
- The district has site-based literacy coaches at \_\_4\_\_ sites and math coaches at \_\_2\_\_ sites.
- As of the fall 2011 the district is currently searching for a district K-8 ELA Coordinator as the former Coordinator was hired as a Director in Ravenswood. The district is searching for a Math Coordinator as the former Coordinator was hired as an Academic Dean in Ravenswood. The district used SIG funds to secure coaching positions for McNair and Costañó Academies (as they are recipients of these resources) in ELA/ELD and Math/Tech.
- The district will continue to implement a new, standards-aligned benchmark assessment (published by Curriculum and Associates) throughout 1<sup>st</sup>-8<sup>th</sup> grades in ELA and Math. These assessments are administered four times per year in ELA, Math and Writing in grades 2-8 and three times yearly for grade 1. The kindergarten teachers are using the Entry Level Diagnostic (ELD) within the first thirty days of schools, and a district-created benchmark three times a year. Additionally, kindergarten teachers use a standards-aligned portfolio that summarizes and provides evidence of student attainment of kindergarten standards (on a "Standards Check-off List"). The Kindergarten teachers also assess

	<p>writing five time per year. Some schools are using the DRWAP and DRA assessment as an additional assessment for kindergartners that substantiates students' mastery of standards. In addition, data about student progress (toward the standards) gleaned from administration of these assessments is systematically reflected upon by teachers, facilitated by district C &amp; I coordinators and site administrators. The third round of these analysis protocols occurred in early May 2011 at school sites, facilitated by principals - with common protocols developed by district leadership with the support of the DAIT.</p> <ul style="list-style-type: none"> <li>○ Schools continue to engage in goals-based budgeting overall as documented in each school's SPSA. In addition, the district seeks grants and other resources to support the academic program of each school. The district is actively working with the school sites, especially the Schools designated as Persistently Low Performing, to leverage the resources garnered by the SIG awards to supporting implementation of high-quality teaching and learning.</li> </ul>
<p>LEA demonstrates improvement across four measures: percentage of Adequate Yearly Progress (AYP) targets met, percentage of Title I schools in the LEA that are not in Program Improvement (PI), relative growth in the Academic Performance Index (API) over time, and relative API performance.</p>	<ul style="list-style-type: none"> <li>● The 2011 version of this chart has been submitted with this report.</li> </ul>

**California Department of Education  
 Template for Documentation of Local Educational Agency in Program Improvement Corrective Action  
 with Intensive Technical Assistance**

**Part I (B): Template for Documentation of District Assistance and Intervention Team Recommendations**

County: San Mateo

Local Educational Agency: Ravenswood City Elementary

High-Priority DAIT Recommendations by Category	Actions to Implement Recommendations	Person Responsible	Due Date	Completion Status				Comments on District Implementation
				1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	
<b>Governance</b> 1. District leaders, including local governing board, superintendent, and administrators, will participate in professional development on governance issues  2. District will adopt policies to fully implement Response to Intervention (Rtl model)  3. Local governing board will adopt policies for teacher recruitment and retention and	<ul style="list-style-type: none"> <li>Master's in Governance trainings (provided by CSBA) that were scheduled for July did not occur as a consequence of two board members' decision to leave the board. All board members will now participated in a retreat on Feb. 25, 2011 to gain or renew their understanding of board best practice.</li> <li>The Board has adopted policies that support on-going implementation of Rtl as part of RSIP and DAIT compliance.</li> </ul>	Supt. Maria de la Vega and Board president	7/2010	√				Some things in draft, some in committees, but progress is moving forward
			3/2010					
		<ul style="list-style-type: none"> <li>The district continues the work to better implement the Rtl framework throughout</li> </ul>						

<p>for providing and monitoring professional development</p>	<p>the district . There is ongoing work to also integrate into tier II and III academic intervention, a more coherent plan for social and emotional intervention in tiers II and III.</p> <ul style="list-style-type: none"> <li>• There continues to be a need to revisit policy on Rtl, in particular those related to serving the needs of ELs and SWDs</li> <li>• The teacher recruitment and hiring process that was revised in Spring 2009 with DAIT support - was followed through the spring/summer 2010 hiring process.  <b>There continues to be an improved and more organized hiring process that has yielded fewer non-re-elected teachers for the 2011-12 school year (11 teachers were non-re-elected in spring of 2011, as compared to the 33 non-re-elected in the spring of 2010).</b></li> </ul>	<p>Ongoing 2011-12</p> <p>Ongoing 2011-12</p>	<p>√</p> <p>√</p> <p>√</p>					
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	<p>district-wide in all schools and classrooms. In addition to monitoring of curriculum use, observations of practice (30 minutes each) were conducted by district leadership and the DAIT, looking to see the extent to which powerful, intentional/direct instructional methodologies were being implemented. The data gleaned from these observations across the district indicated a need to continue to develop greater teacher knowledge/skill regarding the direct-instruction methodology. Weekly walkthroughs continue to be</p>		<p>On-going</p>	<p>√</p>				
			<p>On-going</p>	<p>√</p>				
			<p>On-going</p>	<p>√</p>				

	<p>completed and documented by approximately 75% of principals. This continues to be an area of growth and vigilance for site administration. In addition, district leadership has been re-deployed to ensure implementation of this practice.</p> <ul style="list-style-type: none"><li>• Although the District lost <i>Reading First</i> funding in the Fall of 2009, district and school leadership continue to pursue high-fidelity implementation &amp; continuous improvement of the core curricula in R/ELA via implementation of the new benchmarks</li></ul>							
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4. The district will provide a tiered intervention system for all students (Rtl) based upon multiple measures, including diagnosis for placement, programmatic assignment and criteria for exit. 5. Interventions will be provided for ELs and SWD in ELA and mathematics, consistent with the adopted Rtl model, diagnosed language needs and requirements of the Special Education SAM model. 6. The district will provide uninterrupted instructional time in E/LA, mathematics, and interventions	<ul style="list-style-type: none"> <li>The district continues to work to coordinate efforts among Integrated Services (SPED) and Gen. Ed. (C &amp; I) staff - in both the provision of a tiered system of intervention as well as in a coordinated and coherent approach to PD.</li> <li>The district conducted, in early Feb. 2011 (with SPED and Gen Ed. administrative Staff in attendance) a mid-year student program evaluation</li> </ul>	Superintenda nt Maria De La Vega & Carolyn Schwartzbord	Ongoing	√				
			ngoing					
			10/2009	√				

	<p>meetings with school teams to review each intervention student's progress and make the necessary program changes as needed.</p> <ul style="list-style-type: none"> <li>Intensive interventions are in place in every school in ELA in all appropriate grade levels (4-8) for all qualified students while all students receive instruction using the standards-based materials and a support class in mathematics. These classes are being monitored closely by district and school leadership (as well as external support providers including the DAIT and CDE-SPED and RSIP-</li> </ul>		<p>2/2009</p> <p>In progress</p> <p>2/2010 and ongoing</p> <p>05/2010 in progress</p>	<p>√</p> <p>√</p> <p>√</p>				
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	<p>Inclusion Experts) regarding implementation of instructional materials and acceleration of student progress. Special attention is being paid to students with IEP's in these courses regarding the extent to which this assignment continues to provide "educational benefit"</p> <ul style="list-style-type: none"><li>• The district is intentionally working with SES providers to focus and improve ELA support beyond the bell. 21 SES providers were invited to the annual fair and School Site Councils are in the process of identifying their respective partners for the</li></ul>		<p>and to be completed based on implementation of Infiinte Campus</p>					
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	<p>remainder of the school year to improve ELA and math support for students.</p> <ul style="list-style-type: none"><li>• As of the fall of 2010, standards-aligned benchmark assessments are in place (and have been administered three times. Facilitated analysis of the data gleaned from these assessments was analyzed by site administrators and teachers during early Feb. 2011, using a protocol developed initially by the Bay Region IV Regional System of District and School Support (and later modified by SMCOE and RCSD administrative</li></ul>							
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	<p>staff).</p> <ul style="list-style-type: none"><li>• Report cards have been re-written in grades K-5 and calibrated with new student reporting system for implementation in 2011 school year (<i>Infinite Campus</i>). A task force will be convened during the spring of 2011 to work with the math coordinator to review the current 6-8 report card and revised for implementation Sept. 2011</li><li>• Instructional time: core programs are using sufficient time - this has been verified to be in place in all classrooms by the DAIT and district leadership as of Feb. 2011 and Sept.2011</li></ul>							
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	<ul style="list-style-type: none"><li>• The district extended the day at three sites (Brentwood, McNair, Costaño). At Belle Haven and Chavez there is an extended day program for targeted students). State and local budgetary shortfalls will not allow the schools to extend their days throughout the district.</li></ul>							
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	<p>have been included in the intensive intervention courses. District legal counsel and leadership crafted the consent letter and completed this activity (and any warranted follow-up meetings with families/guardians who requested formal meetings) during Feb. 2010 and this process was done again in the fall of 2010 as part of student assignment to these courses for the 2010-11 school year.</p>							
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<p>3. The district will implement the Ravenswood Self Improvement Plan (RSIP) model with fidelity ensuring that all student interventions are appropriately assigned within the IEP process.</p>	<ul style="list-style-type: none"> <li>New benchmarks have been set as RCSD continues to meet more and more criteria as outlined by the RSIP.</li> </ul>	<p>Superintendant Maria De La Vega Carolyn Schwartzbord</p>	<p>8/2009 and ongoing</p>	√				<p>It should be noted that it was a number of historically problematic areas were significantly improved in the most recent report from the Court Monitor. The RSIP report can be made available upon request</p>
<p><b>Fiscal Operations</b></p> <p>1. Budget revisions will be made on a timely basis and efforts will be made to <b>reduce long-term debt, charter school costs and long term workers compensation claims.</b></p> <p>2. Fiscal policies that support sound resource management will be adopted, e.g., carryover, staffing allocations and school budget distributions</p> <p>3. Fiscal policies will be adopted that align with measurable student achievement outcomes</p>	<ul style="list-style-type: none"> <li>Budget revisions are being made monthly and communicated via the board packet as needed to cabinet and principals.</li> <li>Schools must align purchases with SPSA</li> </ul>	<p>CBO: Meagan Curtis</p>	<p>11-12/2009</p>	√				

and instructional goals.	goals/activities <ul style="list-style-type: none"><li>• Budgetary decision-making is monitored as follows: As a purchase is requested, there is an online "budget check" to decide if the request can be funded. Systems are in place to ensure that resources exist to purchase (there are six levels of decision-making before authorization). Monitoring is stronger now. This process is enacted monthly and is monitored by staff.</li><li>• Fiscal policies are in line with district priorities and checks are in place to ensure that categorical resource are expended in a timely fashion</li></ul>						
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	<ul style="list-style-type: none"><li>• Concerns about cash flow continue to persist, given state deferrals, but the district is currently awaiting mid-year revision will dictate</li><li>• Financial management service/consultant is working with the district and has confirmed that the district has a good handle on cash flow for 2010-11</li></ul>							
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	<p>Advisory Committee work.</p> <ul style="list-style-type: none"><li>• District is implementing parent/community elements of district strategic plan, given new district coordinator position and two new site-based coordinators (SIG-funded) and has prompted staff to infuse these components into their work</li><li>• District continues to implement parent engagement goal developed in the spring of 2010 for the 2010-11 school year. This includes the hiring of a Community Outreach Coordinator (completed Oct. 2010). In addition each school has a goal of yielding a minimum of 30</li></ul>		4/17/10					
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	<p>"engaged" parents (governance, etc.), 100 "involved" parents (volunteering, etc.) and full community involvement in communication/ investment in strategies to support their students and the school more broadly. Coordinator has, thus far, met with all of the school sites, principals and outreach coordinators</p> <ul style="list-style-type: none"><li>• For governance training, parents and others will receive PD from District Advisory Committees, etc. (District is supporting some of this as well as community-based organizations like Nuestra Casa and PCRC), Site leaders have this as part of the</li></ul>							
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	agenda for administrative forums. This goals is addressed in this formal setting as well as others.							
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<b>Human Resources</b> 1. The district will ensure that it employs highly qualified teachers and has a plan for the recruitment and retention of these teachers. 2. The district will adopt policies for the recruitment, retention and support of school principals.	<ul style="list-style-type: none"> <li>The district made a concerted effort to hire teachers with three or more years of experience for this academic year. Only four "brand new" teachers were hired this year. In addition, only 15 teachers were non-re-elected for hiring during the 2009-10 school year, in contrast to the 33 of such individuals for the 2008-09 school year.</li> <li>The district used SIG funds to</li> </ul>	James Lovelace, Assistant Superintendent of HR	Ongoing	√				
			Ongoing	√				

	<p>secure coaching positions for McNair and Costaño Academies (as they are recipients of these resources) in ELA/ELD and Math/Tech. They were also able to hire a few new classroom teachers. However, the delay in disbursement of SIG funds hampered the district's efforts to hire staff (and garner a substantive pool of candidates), given that the resources were not made available until Oct. 2010. <b>The district continues to use SIG funds to secure coaching positions for McNair and</b></p>							
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	<p>Costaño Academies (as they are recipients of these resources) in ELA/ELD and Math/Tech.</p> <ul style="list-style-type: none"><li>• Selection and interview of possible new principals will begin at end of March 2011 (as needed) and is on-going.</li><li>• The district has moved toward full implementation of new student information system, <i>Infinite Campus</i>. The system links with the State's Cal Pads and also to the high schools into which the district feeds</li></ul>							
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<p><b>Data Management and Student Achievement Monitoring</b></p> <ol style="list-style-type: none"> <li>1. The district will implement a student data management system using EduSoft and Reading Lions Assessments</li> <li>2. The district will develop, implement and monitor benchmark assessments, analyzing data for use in instructional delivery and teacher collaborative meetings.</li> <li>3. The district will continue to implement ongoing classroom observations used as part of teacher collaboration meetings alongside student achievement data.</li> </ol>	<ul style="list-style-type: none"> <li>• The district will administer (four tests) a new standards-aligned benchmark program for LA &amp; Math (Curriculum and Associates) Aug. and Oct. 2011 as well as Jan. 2012, March 2012. The data is being entered in Illuminate.</li> <li>• These assessments are ultimately to be administered four times per year in ELA, Math and Writing in grades 1-8 and four times yearly. The kindergarten teachers are using the Entry Level Diagnostic (ELD) within the first thirty days of schools, and a district-created benchmark three times a year.</li> </ul>	<p>Superintendent Maria De La Vega</p>	<p>9/2009 and ongoing</p>	<p>√</p>	<p>√</p>			<p>#1 and 2 is completed and continues.</p> <p>#3 is continues in an ongoing way</p>
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	<p>Additionally, kindergarten teachers use a standards-aligned portfolio that summarizes and provides evidence of student attainment of kindergarten standards (on a "Standards Check-off List"). Some schools are using the DRWAP &amp; DRA assessment as an additional assessment for kindergartners that substantiates students' mastery of standards. In addition, data about student progress (toward the standards) gleaned from administration of these assessments is systematically reflected upon by teachers, facilitated by</p>							
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	<p>district C &amp; I coordinators and site administrators. The second round of these analysis protocols occurred in early Feb. 2011 at school sites, facilitated by principals - with common protocols developed by district leadership with the support of the DAIT.</p> <ul style="list-style-type: none"><li>• Principals need continued training on how to provide corrective feedback to teachers needing support as they monitor implementation of core programs and plans made at data analysis sessions.</li><li>• The district now (a of Sept. 2011) conducts monthly review of</li></ul>							
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	progress with principals regarding implementation of their school action/site plan. Principals are required to share their student progress data and receive feedback from the members of the district leadership team.							
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High-Priority DAIT Recommendations by Category	Actions to Implement Recommendations	Person Responsible	Due Date	Completion Status				Comments on District Implementation
				1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	
<p><b>Professional Development</b></p> <ol style="list-style-type: none"> <li>Classroom teachers will participate in SB 472 and materials-based professional development on the instructional materials in mathematics and RLA and mathematics interventions in use in their classroom. Eighty hour practicum will be supervised by the DAIT or DAIT-approved staff.</li> <li>Principals will receive coaching from a DAIT-approved instructional provider on standards-based teaching and learning and the principal's role in supporting it.</li> <li>All site and district administrators will complete the Administrator Training Program.</li> <li>New Teacher Center will continue to provide BTSA support.</li> </ol>	<ul style="list-style-type: none"> <li>85% of math teachers have attended materials based mathematics professional mathematics from SBE-approved provider</li> <li>All (100%) new teachers of Inside R/ELA Intensive intervention have been SB-472 trained in the program materials</li> <li>Materials-based PD in OCR is being conducted for OCR for teachers new to the district during</li> </ul>	Superintendent Maria De LA Vega	3/15/10	√				
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	<p>summer.</p> <ul style="list-style-type: none"> <li>• All math and ELA intervention teachers were convened for 1/2 day sessions in March 2010 to calibrate work and align standards/effort in preparation for the upcoming assessment cycles</li> <li>• OCR catch-ups: Literacy Coordinators are working with all reading teachers as part of a Summer Institute.</li> <li>• ATP: three new principals needed to enroll in this training in 2010. However, the deadline was missed, so they will take next academic year.</li> <li>• ELD –One day institute was provided in August to roll out the new pacing</li> </ul>			<p>√</p> <p>√</p> <p>√</p> <p>√</p>				
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	<p>guides to all teachers. Now follow-up (by principals and district staff) is occurring for all teachers regarding implementation</p> <ul style="list-style-type: none"><li>• The focus of district-wide PD this year is on data analysis to inform instruction, improved direct instruction and writing instruction, in addition to last year's push on implementation of the new curricula. Ultimately, the focus is on deepening practice, not adding more subjects/topics - deepening the knowledge of the teaching force in the district</li><li>• The district will continue to incorporate PD into principal</li></ul>							
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	<p>meetings and some additional teacher trainings: <i>Standards Plus, Strategic Schooling</i> (supervision of standards-based approaches), <i>INSIDE, Positive Behavior Support, and Rtl</i></p> <ul style="list-style-type: none"> <li>• <i>55 Teachers and administrators received Strategic Writers Workshop training over summer 2011 focusing on writing instruction, direct instruction/gradual release, grade level writing standards instructional pacing and planning.</i></li> </ul>							
<p><b>Other</b> None</p>								