

## Middle School Corrective Action Plan for 2008-2009

Revised: October 1, 2008 (v.11)

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
<b>EPC 1.1</b> <i>Instructional Materials – ELA</i>	1.1.1 Achieve consistent district-wide implementation of the SBE-approved, district adopted <b>core grade-level ELA instructional program</b> , using <b>all elements of the program and all components with fidelity</b> in all classrooms at all grade levels (6-8) for all <b>strategic</b> and <b>benchmark</b> students, including students with IEPs and English learners.	<i>October 1, 2008</i> <i>Ongoing</i>	Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ELD Services, Asst. Superintendent for Special Education, Literacy Coordinators	<u>1.1.1:</u>  AB 825 Discretionary Blk HPSGP IMF IMFRP IM, Lib, Ed. Tech. Prop 20 Title 1, 5 Pt. A
	1.1.2 Develop/implement a district-wide system that promotes effective use of Integrated Services Coordinators, teachers, and SPED resources to serve students with IEPs within the general ed classroom using appropriate SBE-approved ELA programs.	<i>November 15, 2008</i> <i>Ongoing</i>		<u>1.1.2 &amp; 1.1.4:</u>  AB 430 AB 825 Discretionary Blk EIA HPSGP GATE Eng. Lang. Acquisition Eng. Learner Demo. Title 1, 2, 5 Pt. A
	1.1.3 Implement consistent ongoing district-wide <b>monitoring</b> , reporting, and action planning for <b>ELA</b> program implementation at all sites using common district-wide walk through protocols to collect measurable data.	<i>October 1, 2008</i> <i>Ongoing</i>		
	1.1.4 Hold regularly scheduled <b>monthly principal meetings</b> that review site program implementation trend data and student assessment data, and inform district and site goal setting.	<i>October 1, 2008</i> <i>Ongoing</i>		
<b>EPC 1.2</b> <i>Intervention Programs</i>	1.2.1 Purchase sufficient materials to fully implement the state approved <b>reading intervention program (Inside)</b> for grades 6-8 that is approved for use with English Learners.	<i>May 2009</i> <i>Ongoing</i>	Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ELD Services, Asst. Superintendent for Special Education, Literacy Coordinators	<u>1.2.1:</u>  IMF
	1.2.2 Develop and implement consistent, district-wide placement of students in the <b>intensive ELA/reading intervention program (Inside)</b> using a common district-wide assessment matrix.	<i>May 2009</i> <i>Ongoing</i>		<u>1.2.2:</u>  AB 825 Discretionary Blk HPSGP IMF IMFRP IM, Lib, Ed. Tech. Prop 20

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	<p>1.2.3 Achieve consistent, district-wide implementation of district adopted <b>intensive ELA/reading intervention program (Inside) during the school day</b> in grades 6-8, for all identified students, including students with IEPs and English learners. <i>(Note: This course will replace the core for these students.)</i></p> <p>1.2.4 Sites, with the assistance of the district, will develop a protocol to address the behavior, attendance, and health issues of students in intensive intervention classes.</p> <p>1.2.5 Implement consistent, district-wide <b>monitoring</b> of ELA/reading intervention program implementation using common, district-wide walk-through protocols.</p> <p>1.2.6 Develop/implement a district-wide system that promotes effective use of Integrated Services Coordinators, teachers, and SPED resources to serve students with IEPs within the general ed classroom using appropriate SBE-approved ELA programs.</p> <p>1.2.7 Implement consistent, district-wide placement of students in the <b>ELD program</b> (including students with IEPs using a common district-wide assessment matrix.</p> <p>1.2.8 Achieve consistent, district-wide <b>daily</b> implementation of district adopted <b>ELD program during the school day</b> in all grades (6-8) for English learner students ELD proficiency levels 1-3, including students with IEPs.</p> <p>1.2.9 Implement consistent, district-wide <b>daily</b> use of embedded <b>ELD strategies</b> in all grades (6-8) for <i>all</i> English learner students, including students with IEPs.</p> <p>1.2.10 Review <b>ELD placement</b> on a 6 – 8 week cycle to ensure flexible grouping and that students are assigned to appropriate groups using CELDT data and multiple measures data (including curriculum embedded assessments).</p> <p>1.2.11 Develop/implement an ongoing intensive program to prepare students for <b>CELDT testing</b>, including the purpose of the test, nature of responses, test taking strategies and release questions.</p>	<p><i>August 2009</i></p> <p><i>Beginning of the Second Semester</i></p> <p><i>Beginning of the Second Semester</i></p> <p><i>October 1, 2008 Ongoing</i></p> <p><i>October 1, 2008 Ongoing</i></p> <p><i>October 1, 2008 Ongoing</i></p> <p><i>October 1, 2008 Ongoing</i></p> <p><i>October 1, 2008 Ongoing</i></p> <p><i>May 1, 2009 Ongoing</i></p>	<p>Student Services and Auxiliary Programs</p> <p>Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ELD Services, Asst. Superintendent for Special Education, Literacy Coordinators</p>	<p>Title 1, 5 Pt. A</p> <p><u>1.2.3 – 1.2.12:</u></p> <p>AB 430 AB 825 Discretionary Blk EIA HPSGP GATE Eng. Lang. Acquisition Eng. Learner Demo. Title 1, 2, 5 Pt. A</p>

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	1.2.12 Implement consistent, district-wide <b>monitoring</b> of ELD program implementation and CELDT assessment preparation using common, district-wide walk-through protocols.	October 1, 2008 Ongoing		
<b>EPC 1.3</b> <i>Instructional Materials – Math</i>	1.3.1. Achieve consistent, district-wide implementation of the current SBE-approved, district adopted core <b>math program</b> (2000 adoption) <b>with fidelity</b> in all classrooms at all grade levels (6-8) for all students, including students with IEPs and English learners. 1.3.2 Use process outlined in the "Math Adoption Toolkit" to adopt a core math text program for implementation in 2009-2010 1.3.3 Achieve consistent, district-wide implementation of the SBE-approved, district adopted <b>core math text program</b> (2007 adoption) <b>with fidelity</b> in all classrooms at grades 6-7 for all students, including students with IEPs and English learners for the 2009-2010 school year. 1.3.4 Use process outlined in the "Math Adoption Toolkit" to adopt intervention materials for implementation in 2009-2010 1.3.5 Achieve consistent, district-wide implementation of a <b>second period of math support</b> using SBE-approved, district adopted <b>math intervention program</b> materials (2007 adoption) <b>with fidelity</b> in all classrooms at all grade levels (6-8) for identified <b>strategic</b> and <b>intensive</b> students, including students with IEPs and English Learners. 1.3.6 Achieve consistent, district-wide implementation of the SBE-approved, district adopted <b>Algebra 1</b> program (2007 adoption) <b>with fidelity</b> in all classrooms at grade 8 for all students, including students with IEPs and English learners. An additional period for strategic and intensive students will be provided (as described in benchmark 1.3.5 above). 1.3.7 Implement consistent, district-wide <b>daily</b> use of embedded <b>ELD strategies</b> in all grades (6-8) for <i>all</i> English learner students, including students with IEPs.	October 1, 2008 Ongoing  October 1, 2008 Ongoing  August 2009 Ongoing  October 1, 2008 Ongoing  August 2009 Ongoing  August 2009 Ongoing  October 1, 2008 Ongoing	Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ ELD Services, Asst. Superintendent for Special Education, Math/ Science Coordinators	<u>1.3.1 - .6:</u>  AB 825 Discretionary Blk HPSGP IMF IMFRP IM, Lib, Ed. Tech. Prop 20 Title 1, 5 Pt. A

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	<p>1.3.8 Implement consistent, district-wide <b>monitoring, reporting, and action planning</b> of math core and intervention (6-7) and Algebra 1 (8) program implementation at all sites using common, district-wide walk-through protocols to collect measureable data.</p> <p>1.3.9 Initiate discussions with Sequoia UHSD on providing high school credit for completion of Algebra 1 classes at the middle schools. Initiate discussions around the possibility of having articulation meetings between the HS and MS Algebra 1 teachers to ensure uniform standards of instruction and assessment.</p>	<p><i>October 1, 2008</i> <i>Ongoing</i></p> <p><i>October 1, 2008</i> <i>Ongoing</i></p>		<p><u>1.3.8 – 1.3.9:</u></p> <p>AB 430 AB 825 SB 472 Discretionary Blk EIA HPSGP Eng. Lang. Acquisition Eng. Learner Demo. Title 1, 2, 5 Pt. A Title 3</p>
<p><b>EPC 2.1</b> <i>Instructional Minutes – ELA</i></p>	<p>2.1.1. Achieve consistent, district-wide implementation of the recommended number of <i>uninterrupted instructional minutes</i> (one period [55 to 60 minutes]) for <b>core ELA</b> in all classrooms at all grade levels (6-8) for all students.</p> <p>2.1.2 Achieve consistent, district-wide implementation of site plans to <b>eliminate interruptions to ELA core instructional time</b> due to announcements, phone calls, field trips, assemblies, celebrations, unstructured visitations, etc.</p> <p>2.1.3 Implement consistent, district-wide <b>monitoring</b> of uninterrupted ELA core instructional minutes at all sites using common, district-wide walk-through protocols.</p>	<p><i>August 2009</i></p> <p><i>October 1, 2008</i> <i>Ongoing</i></p> <p><i>October 1, 2008</i> <i>Ongoing</i></p>	<p>Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ELD Services, Asst. Superintendent for Special Education, Site Administrators</p>	<p><u>2.1.1 – 2.1.3:</u></p> <p>AB 430 AB 825 SB 472 Discretionary Blk EIA HPSGP Eng. Lang. Acquisition Eng. Learner Demo. Title 1, 2, 5 Pt. A Title 1 Pt. B Title 2 Pt. D Title 3</p>
<p><b>EPC 2.2</b> <i>Instructional Minutes – ELA Intervention</i></p>	<p>2.2.1 Achieve consistent, district-wide implementation of the recommended number of uninterrupted instructional minutes (one <b>additional</b> period – 55 to 60 minutes) for <b>ELA support during the school day</b> for all identified <b>strategic</b> students (including students with IEPs and English learners) at all grade levels (6-8).</p> <p>2.2.2. Achieve consistent, district-wide implementation of the recommended number of uninterrupted instructional minutes (<i>two to three</i> periods – 120 to 180 minutes daily) <b>during the school day</b> for the <b>intensive ELA/reading</b></p>	<p><i>August 2009</i></p> <p><i>August 2009</i></p>	<p>Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ELD Services, Asst. Superintendent for Special Education, Site Administrators</p>	<p><u>2.2.1 – 2.2.7:</u></p> <p>AB 430 AB 825 SB 472 Discretionary Blk EIA HPSGP Eng. Lang. Acquisition Eng. Learner Demo.</p>

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	<p><b>intervention program</b> (High Point) for all identified <b>intensive students</b> (including students with IEPs and English learners) at all grade levels (6-8). <i>(Note: This course will replace the core for these students.)</i></p> <p>2.2.3 Achieve consistent, district-wide <b>daily</b> implementation of the recommended number of uninterrupted instructional minutes (one <b>additional</b> period) of <b>ELD</b> instruction <b>during the school day</b> using the district adopted program (Santillana) in all grades (6-8) for all English learner students (<b>ELD Proficiency Level 1-3</b>), including students with IEPs.</p> <p>2.2.4 Achieve consistent, district-wide <b>daily</b> implementation of the recommended number of uninterrupted instructional minutes of <b>ELD</b> instruction <b>during the school day</b> using the district adopted ELA program in all grades (6-8) for all English learner students (<b>ELD Proficiency Level 4-5</b>), including students with IEPs, within the context of the core ELA class period.</p> <p>2.2.5 Achieve consistent, district-wide implementation of site plans to <b>eliminate interruptions</b> to ELA intervention and ELD instructional time due to announcements, phone calls, field trips, assemblies, celebrations, unstructured visitations, etc.</p> <p>2.2.6 Implement consistent, district-wide <b>monitoring</b> of uninterrupted instructional minutes for ELA intervention program at the site using common, district-wide walk-through protocols.</p> <p>2.2.7 Implement consistent, district-wide <b>monitoring</b> of uninterrupted instructional minutes for ELD program at the site using common, district-wide walk-through protocols.</p>	<p><i>Beginning of the Second Semester</i></p> <p><i>Beginning of the Second Semester</i></p> <p><i>Beginning of the Second Semester</i></p> <p><i>Beginning of the Second Semester</i></p>		<p>Title 1, 2, 5 Pt. A Title 1 Pt. B Title 2 Pt. D Title 3</p>
<p><b>EPC 2.3</b> <i>Instructional Minutes – Math</i></p>	<p>2.3.1 Achieve consistent, district-wide implementation of the recommended number of uninterrupted instructional minutes for <b>core math</b> in all classrooms at grade levels 6-8 (one period – 55 to 60 minutes)</p> <p>2.3.2 Achieve consistent, district-wide implementation of site plans to <b>eliminate interruptions</b> to math core instructional time due to</p>	<p><i>October 15, 2008</i> <i>Ongoing</i></p> <p><i>October 15, 2008</i> <i>Ongoing</i></p>	<p>Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ELD Services, Asst. Superintendent for Special Education, Site Administrators</p>	<p><u>2.3.1 – 2.3.3:</u> AB 430 AB 825 SB 472 Discretionary Blk EIA HPSGP</p>

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	<p>announcements, phone calls, field trips, assemblies, celebrations, unstructured visitations, etc.</p> <p>2.3.3 Implement consistent, district-wide <b>monitoring</b> of uninterrupted math core instructional minutes at all sites using common, district-wide walk-through protocols.</p>	<p>October 15, 2008 Ongoing</p>		<p>Eng. Lang. Acquisition Eng. Learner Demo. Title 1, 2, 5 Pt. A Title 1 Pt. B Title 2 Pt. D Title 3</p>
<p><b>EPC 2.4</b> <i>Instructional Minutes – Math Intervention</i></p>	<p>2.4.1 Achieve consistent, district-wide implementation of the recommended number of uninterrupted instructional minutes (one <b>additional</b> period – 55 to 60 min.) for <b>math intervention</b> support <b>during the school day</b> for all identified <b>strategic</b> and <b>intensive</b> students, including students with IEPs and English learners, at grades 6-8.</p> <p>2.4.2 Achieve consistent, district-wide implementation of site plans to <b>eliminate interruptions</b> to math intervention instructional time due to announcements, phone calls, field trips, assemblies, celebrations, unstructured visitations, etc.</p> <p>2.4.3 Implement consistent, district-wide <b>monitoring</b> of uninterrupted math intervention instructional minutes at all sites using common, district-wide walk-through protocols.</p>	<p>August 2009</p> <p>August 2009</p> <p>August 2009</p>	<p>Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ELD Services, Asst. Superintendent for Special Education, Site Administrators</p>	<p><u>2.4.1 – 2.4.3:</u></p> <p>AB 430 AB 825 SB 472 Discretionary Blk EIA HPSGP Eng. Lang. Acquisition Eng. Learner Demo. Title 1, 2, 5 Pt. A Title 1 Pt. B Title 2 Pt. D Title 3</p>
<p><b>EPC 3.1</b> <i>Administrator Training - ELA</i></p>	<p>3.1.1 Continue to implement AB430/SB472 training as outlined in item #2 on page 93 of the LEA Plan. Training will occur in the following priority order: AB430 training in <b>ELA core</b>; SB472 training in <b>ELA intervention, ELD</b>, math, and math intervention. (For all SB472 trainings, administrators will participate with their teachers). For current cohort, all administrators must complete training by June 2010.</p> <p>3.1.2 District will <b>monitor</b> completion of AB430/SB472 training by site administrators.</p> <p>3.1.3 Principal coaching will be provided from providers with knowledge of DAIT approved urgent, results-driven coaching aligned with support of a coherent instructional model as outlined in the Corrective Action Plan and</p>	<p>October 1, 2008 Ongoing</p> <p>October 1, 2008 Ongoing</p> <p>October 1, 2008 Ongoing</p>	<p>Asst. Superintendent of Academic Services, Director of Human Resources, Site Administrators</p> <p>Superintendent and Asst. Superintendents</p>	<p><u>3.1.1 – 3.1.2:</u></p> <p>AB 430</p>

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	mandated by the SBE in Corrective Action 6.			
<b>EPC 3.2</b> <i>Administrator Training - Math</i>	<p>3.2.1 Continue to implement AB430/SB472 training as outlined in item #2 on page 93 of the LEA Plan. Training will occur in the following priority order: AB430 training in ELA core; SB472 training in ELA intervention, ELD, <b>math</b>, and <b>math intervention</b>. (For all SB472 trainings, administrators will participate with their teachers). For current cohort, all administrators must complete training by June 2010.</p> <p>3.2.2 District will <b>monitor</b> completion of AB430/SB472 training by site administrators.</p>	<p><i>October 1, 2008</i> <i>Ongoing</i></p> <p><i>October 1, 2008</i> <i>Ongoing</i></p>	Asst. Superintendent of Academic Services, Director of Human Resources, Site Administrators	<p><u>3.2.1 – 3.2.2:</u></p> <p>SB 472 AB 825 HPSGP IMF Block Grant Lottery – Prop. 20 Title 1, 5 Pt. A</p>
<b>EPC 4.1</b> <i>Highly Qualified</i>	<p>4.1.1 Only teachers with verified credentials will be placed. Teachers will be assigned in grade spans and/or content areas for which they hold appropriate authorization.</p> <p>4.1.2 All teachers lacking EL authorization will obtain appropriate authorizations in accordance with applicable state policies and procedures.</p>	<p><i>October 1, 2008</i> <i>Ongoing</i></p> <p><i>October 1, 2008</i> <i>Ongoing</i></p>	Director of Human Resources	
<b>EPC 4.2</b> <i>Teacher Training – ELA/ELD</i>	<p>4.2.1 Grade 6-8 ELA teachers who have not yet attended <b>SB472 training</b> in the <b>core ELA</b> instructional program, including Integrated Services teachers, and aides/paraprofessionals will enroll in and complete in the training, including the practicum according to the district timeline.</p> <p>4.2.2 All intervention teachers, including Integrated Services teachers, aides/paraprofessionals will enroll in and complete <b>SB472 training</b> in the <b>intensive ELA intervention</b> program according to the district timeline.</p> <p>4.2.3 Teachers, including Integrated Services teachers, and aides/paraprofessional will enroll in and complete <b>SB472 ELD training</b> (ELPD) according to the district timeline.</p> <p>4.2.4 Site and district administration will <b>monitor</b> completion of SB472 ELA, ELA intervention, and ELD training by site teachers, including Integrated Services teachers and aides/paraprofessionals.</p>	<p><i>District Timeline</i></p> <p><i>District Timeline</i></p> <p><i>District Timeline</i></p> <p><i>District Timeline</i></p>	Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ELD Services, Asst. Superintendent for Special Education, Director of Human Resources, Literacy Coordinator	<p><u>4.2.1 – 4.2.11:</u></p> <p>SB 472 AB 825 HPSGP IMF Block Grant Lottery – Prop. 20 Title 1, 5 Pt. A</p>

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	<p>4.2.5 In addition to SB472 training, ELA teachers will receive <b>ongoing professional development and support</b> to support implementation of the core ELA instructional program, e.g. classroom management, direct instruction, and student engagement and questioning strategies, according to the district timeline (from individuals trained in the adopted program).</p> <p>4.2.6 In addition to SB472 training, ELA/ELD teachers (including Integrated Services teachers) will receive <b>ongoing professional development and support</b> in the correlation of ELA and ELD standards, ELD implementation strategies, and procedures for preparing students for CELDT testing, according to the district timeline (from individuals trained to provide this professional development).</p> <p>4.2.7 In addition to SB472 training, ELA teachers will receive <b>ongoing professional development/ training</b> in the use of <b>differentiated instruction</b> strategies to meet the needs of all students according to the district timeline.</p> <p>4.2.8 In addition to SB472 training, ELA teachers will receive <b>ongoing professional development/ training</b> in the use of <b>SDAIE strategies</b> to meet the specific language development needs of all EL students according to the district timeline.</p> <p>4.2.9 In addition to SB472 training, ELA teachers will receive <b>ongoing professional development/ training</b> in the use of instructional strategies that specifically address the <b>building of oral language and academic vocabulary skills</b> of English Learner students according to the district timeline.</p> <p>4.2.10 In addition to SB472 training, ELA teachers will receive training and support on the use of the <b>ELA/ELD correlation standards matrix</b> as found in the core ELA/ELD curriculum (from individuals trained to provide this professional development).</p> <p>4.2.11 Site and district administration will <b>monitor</b> attendance/ completion of ongoing professional development by site teachers, including Integrated Services teachers (from individuals trained to provide this professional development).</p>	<p><i>District Timeline</i></p> <p><i>District Timeline</i></p> <p><i>District Timeline</i></p> <p><i>District Timeline</i></p> <p><i>District Timeline</i></p> <p><i>District Timeline</i></p> <p><i>District Timeline</i></p>		

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
<p><b>EPC 4.3</b> <i>Teacher Training – Math</i></p>	<p>4.3.1 Prior to start of 2009-2010 school year, Grade 6-8 math teachers will enroll in and complete <b>SB472 training</b> in the <b>core math</b> text program, including Integrated Services teachers (and aides/paraprofessionals whenever possible), according to the district timeline.</p> <p>4.3.2 In addition to <b>SB472 training</b>, math teachers will receive <b>ongoing professional development and support</b> in the use of differentiated instruction strategies to meet the needs of all students <b>including students with IEPs and English Learner students</b>, according to the district timeline (from individuals trained to provide this professional development).</p> <p>4.3.3 In addition to SB472 training, math teachers will receive <b>ongoing professional development and support</b> in the use of SDAIE instruction strategies to meet the specific language development needs of <b>English Learner students</b>, according to the district timeline (from individuals trained to provide this professional development).</p> <p>4.3.4 In addition to SB472 training, math teachers will receive <b>ongoing professional development and support</b> in the use of instructional strategies that specifically address the building of math academic vocabulary of <b>English Learner students</b>, according to the district timeline (from individuals trained to provide this professional development).</p> <p>4.3.5 In addition to SB472 training, math teachers will receive <b>ongoing professional development/ training</b> in the use of instructional strategies that specifically address the building of <b>math academic vocabulary of English Learner students</b>, according to the district timeline.</p> <p>4.3.6 Site and district administration will <b>monitor</b> enrollment and completion of SB472 training by site teachers (including Integrated Services teachers and aides/paraprofessionals).</p>	<p><i>District Timeline</i></p> <p><i>District Timeline</i></p> <p><i>District Timeline</i></p> <p><i>District Timeline</i></p> <p><i>District Timeline</i></p> <p><i>District Timeline</i></p>	<p>Asst. Superintendent of Academic Services, Asst. Superintendent for Special Education, Director of Human Resources, Math/ Science Coordinator</p>	<p><u>4.3.1 - 4.3.6:</u></p> <p>SB 472 AB 825 HPSGP IMF Block Grant Lottery – Prop. 20 Title 1, 5 Pt. A</p>

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
<p><b>EPC 5.1</b> <i>Data Systems - ELA</i></p>	<p>5.1.1 Achieve consistent, district-wide implementation of the <b>district-wide data system</b> (EduSoft) for the recording and disaggregation of <b>ELA</b> formative and summative assessment data by all teachers in all grade levels 6-8.</p> <p>5.1.2 Publish, distribute, and monitor implementation of district-wide <b>protocol for student placement</b> in ELA intervention programs 6-8, including clear entry/exit criteria.</p> <p>5.1.3 Ensure that intensive intervention programs use the progress-monitoring system outlined in <i>Inside</i> to provide evidence that students are making adequate progress toward adequate mastery of grade level standards and exiting intensive intervention status within one-two years (depending on their entrance level).</p> <p>5.1.4 Establish a process to implement ELD formative curriculum-embedded assessments.</p> <p>5.1.5 Publish, distribute, and monitor implementation of district-wide <b>protocol for student placement</b> in <b>ELD</b> programs 6-8, including clear entry/exit criteria.</p> <p>5.1.6 Achieve consistent, district-wide implementation of the <b>district-wide data system</b> (EduSoft) for the recording and disaggregation of <b>ELD</b> formative and summative assessment data by all teachers in all grade levels 6-8.</p> <p>5.1.7 Achieve consistent, district-wide <b>use of EduSoft data</b> at grade level/department ELA collaboration meetings at all grade levels 6-8 on a regular cycle (minimum 6-8 weeks) to review student progress and inform instruction and to make instructional decisions.</p> <p>5.1.8 Provide EduSoft <b>training</b>, as needed, to ensure that all teachers and administrators can access the system.</p> <p>5.1.9 Achieve consistent, district-wide <b>monitoring</b> of EduSoft use and proper student placement by all departments/ grade levels using a common, district-wide protocol.</p> <p>5.1.10 Continue to provide parents with <b>ELA</b> achievement data reports, based on formative (curriculum-embedded) assessments twice a year.</p> <p>5.1.11 Provide parents of English Learner students with</p>	<p><i>November 15, 2008</i> <i>Ongoing</i></p> <p><i>May 2009</i> <i>Ongoing</i></p> <p><i>September 2009</i> <i>Ongoing</i></p> <p><i>November 15, 2008</i> <i>Ongoing</i></p> <p><i>November 15, 2008</i> <i>Ongoing</i></p> <p><i>November 15, 2008</i> <i>Ongoing</i></p> <p><i>November 15, 2008</i> <i>Ongoing</i></p> <p><i>November 15, 2008</i> <i>Ongoing</i></p> <p><i>November 15, 2008</i> <i>Ongoing</i></p> <p><i>November 15, 2008</i> <i>Ongoing</i></p> <p><i>November 15, 2008</i> <i>Ongoing</i></p> <p><i>November 15, 2008</i> <i>Ongoing</i></p>	<p>Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ELD Services, Asst. Superintendent for Special Education, Director of Human Resources, Literacy Coordinator</p>	<p><u>5.1.1 – 5.1.13:</u></p> <p>Title 1, 5 Pt. A Title 2 Pt. D Title 3 IMF &amp; Ed. Tech. Discretionary Block Grant EIA GATE HPSGP AB 825</p>

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	<p><b>ELD</b> progress data reports, based on formative (curriculum-embedded) assessments twice a year.</p> <p>5.1.12 Provide parents of English Learner students with all data reports showing student progress towards mastery in ELA and ELD in a language they understand (<i>see Ed Code Below</i>)</p> <p>5.1.13 Provide parents of <b>intensive intervention students</b> with <b>quarterly</b> data reports showing student progress toward mastery.</p> <p><i>Note: According to EC Section 48985: If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.</i></p>	<p><i>Ongoing</i></p> <p><i>November 15, 2008</i> <i>Ongoing</i></p> <p><i>November 15, 2008</i> <i>Ongoing</i></p>		
<p><b>EPC 5.2</b> <i>Data Systems - Math</i></p>	<p>5.2.1 Achieve consistent, district-wide implementation of the <b>district-wide data system</b> (EduSoft) for the recording and disaggregation of <b>math</b> and <b>Algebra 1</b> formative and summative assessment data by all teachers in all grade levels 6-8.</p> <p>5.2.2 Achieve consistent use of district-wide grade level matrix for <b>student placement</b> in benchmark, strategic, and intensive math classes in grades 6-7, and Algebra 1 in grade 8.</p> <p>5.2.3 Achieve consistent, district-wide <b>use of EduSoft data</b> at grade level/department math/Algebra 1 collaboration meetings at all grade levels 6-8 on a regular cycle (minimum 6-8 weeks) to review student progress and inform instruction.</p> <p>5.2.4 Achieve consistent, district-wide <b>monitoring</b> of EduSoft use and proper student placement by all grade levels using a common, district-wide protocol.</p> <p>5.2.5 Provide parents with <b>math</b> and <b>Algebra 1</b></p>	<p><i>November 15, 2008</i> <i>Ongoing</i></p> <p><i>August 2009</i> <i>Ongoing</i></p> <p><i>November 15, 2008</i> <i>Ongoing</i></p> <p><i>November 15, 2008</i> <i>Ongoing</i></p> <p><i>November 15, 2008</i></p>	<p>Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ELD Services, Asst. Superintendent for Special Education, Director of Human Resources, Math/Science Coordinator</p>	<p><u>5.2.1 – 5.2.6:</u></p> <p>Title 1, 5 Pt. A Title 2 Pt. D Title 3 IMF &amp; Ed. Tech. Discretionary Block Grant EIA GATE HPSGP AB 825</p>



Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	<ul style="list-style-type: none"> <li>• Focused on the grade level/department as the unit of practice</li> <li>• Focused on determining student ELD needs and addressing them immediately</li> <li>• Focused on moving all students towards mastery of ELD standards <b>for each level of ELD proficiency.</b></li> </ul>			
	6.1.3 Intensive intervention teachers will receive <b>additional coaching</b> in the implementation of the <b>intensive ELA/reading intervention</b> (High Point) program and <b>SDAIE-strategies.</b>	October 1, 2008 Ongoing		
	6.1.4 All teachers will receive <b>additional coaching</b> in the implementation of <b>Differentiated Instruction strategies</b> that specifically address the needs of English Learner students pertinent to developing oral language and <b>academic vocabulary skills</b>	October 1, 2008 Ongoing		
	6.1.5 Coaches will regularly <b>facilitate</b> department/grade level collaborative meetings to assist teachers in using data from SBE-adopted ELA curriculum-embedded assessments to inform instruction and to make instructional decisions.	October 1, 2008 Ongoing		
	6.1.6 Coaches will regularly <b>facilitate</b> department/grade level collaborative meetings to assist teachers in using data from SBE-adopted ELD curriculum embedded assessments to inform instruction make instructional decisions.	October 1, 2008 Ongoing		
	6.1.7 Ensure that anyone providing coaching support, professional development training, or classroom support to 6-8 ELA teachers has had <b>SB472 and module training</b> (or equivalent AB430 training) in the adopted programs (Open Court, intervention, etc.).	October 1, 2008 Ongoing		
	6.1.8 Align all coaching (district-wide) provided teachers and administrators in the district to support the actions outlined in this plan.	October 1, 2008 Ongoing		
	6.1.8 Implement consistent, ongoing, district-wide data-based <b>monitoring</b> of ELA and ELD program implementation coaching to evaluate the effectiveness of support provided by internal and external professional developers/coaches.	October 1, 2008 Ongoing		
	6.1.9 Develop and implement a district-wide coaching plan (internal and external) based on urgent, results-driven coaching that is intended to serve all teachers (at the grade/dept. unit of practice) that is data driven	November 15, 2008 Ongoing		

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	6.1.10 Review and revise literacy coach job descriptions to align with the district-wide coaching plan	November 15, 2008 Ongoing		
<b>EPC 6.2</b> Coaching - Math	<p>6.2.1 All teachers will participate in grade level <b>math</b> (6-7) or <b>Algebra 1</b> (8) text/program implementation <b>coaching</b> using urgent, results-driven coaching.</p> <p>6.2.2 Coaches will regularly <b>facilitate</b> grade level collaborative meetings to assist teachers in using data from curriculum embedded assessments to inform instruction and to make instructional decisions.</p> <p>6.2.3 All teachers will receive <b>additional coaching</b> in the implementation of <b>SDAIE and Differentiated Instruction strategies</b> that specifically address the needs of English Learner students pertinent to developing <b>academic vocabulary skills</b>.</p> <p>6.2.4 Ensure that anyone providing coaching assistance, professional development training, or classroom support to 6-8 math or Algebra 1 teachers has had <b>SB472 training</b> (or AB430 training) in the adopted programs.</p> <p>6.2.5 Implement consistent, district-wide <b>monitoring</b> of math (6-7) and Algebra 1 (8) program implementation coaching to evaluate the effectiveness of support by internal and external professional developers/coaches.</p> <p>6.2.6 Develop and implement a district-wide coaching plan (internal and external) based on urgent, results-driven coaching that is intended to serve all teachers (at the grade/dept. unit of practice) that is data driven</p> <p>6.2.7 Review and revise literacy coach job descriptions to align with the district-wide coaching plan</p>	<p>October 1, 2008 Ongoing</p> <p>November 15, 2008 Ongoing</p> <p>November 15, 2008 Ongoing</p> <p>November 15, 2008 Ongoing</p> <p>November 15, 2008 Ongoing</p> <p>November 15, 2008 Ongoing</p> <p>November 15, 2008 Ongoing</p>	Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ ELD Services, Asst. Superintendent for Special Education, Director of Human Resources, Math/ Science Coordinator	<u>6.2.1 – 6.2.7:</u>  Title 1, 2, 5 Pt. A Title 1 Pt. B Title 3 AB 430 AB 825 HPSGP Certificated Staff Mentoring Program
<b>EPC 7.1</b> Collaboration - ELA	7.1.1 All teachers (including Integrated Services Coordinators, and Integrated Services teachers) in all grade levels/courses (6-8) will participate in <b>facilitated</b> ELA/ELD grade level/ department <b>collaboration meetings</b> (minimum 2 hours per month). Collaboration will focus on ELA, ELD/SDAIE, and intervention program student data analysis, lesson planning, and instruction.	October 15, 2008 Ongoing	Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ ELD Services, Asst. Superintendent for Special Education, Director of Human Resources	<u>7.1.1 – 7.1.2:</u>  AB 825 Title 1,2, 5 Pt. A Title 1 Pt. B Title 3 HPSGP

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	<p>Ongoing support for teachers in using data will be provided, as needed.</p> <p>7.1.2 Implement consistent, district-wide <b>monitoring</b> of facilitated ELA/ELD grade level/department collaboration meetings (minimum 2 hours per week) at all sites using a common, district-wide protocol.</p>	<p>October 15, 2008 Ongoing</p>		
<p><b>EPC 7.2</b> <i>Collaboration - Math</i></p>	<p>7.2.1 All teachers (including Integrated Services Coordinators, and Integrated Services teachers) in all grade levels (6-8) will participate in <b>facilitated</b> math/Algebra 1 grade level/department <b>collaboration meetings</b> (minimum 2 hours per month). Collaboration will focus on student data analysis, lesson planning, and instruction. Ongoing support for teachers in using data will be provided, as needed.</p> <p>7.2.2 Implement consistent, district-wide <b>monitoring</b> of facilitated math/ Algebra 1 grade level/department collaboration meetings (minimum 2 hours per month) at all sites using a common, district-wide protocol.</p>	<p>October 15, 2008 Ongoing</p> <p>October 15, 2008 Ongoing</p>	<p>Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ELD Services, Asst. Superintendent for Special Education, Director of Human Resources</p>	<p><u>7.2.1 – 7.2.2:</u></p> <p>AB 825 Title 1,2, 5 Pt. A Title 1 Pt. B Title 3 HPSGP</p>
<p><b>EPC 8.1</b> <i>Pacing – ELA</i></p>	<p>8.1.1 Achieve consistent, district-wide implementation of the district’s core <b>ELA</b> instructional text program (McDougal-Littel) <b>pacing guide with fidelity</b> in all classrooms at all grade levels (6-8). District McDougal-Littel pacing guide will include schedule for common curriculum-embedded and benchmark assessments and time for re-teaching.</p> <p>8.1.2 Develop, publish and implement district-wide program embedded <b>intensive ELA/reading intervention program pacing guide with fidelity</b> in all intervention classrooms at grade levels 6-8.</p> <p>8.1.3 Develop, publish, and implement district-wide <b>pacing guide for ELD</b> (grades 6-8) that includes an ELD assessment schedule for ELD benchmark assessments.</p> <p>8.1.4 Implement consistent, district-wide <b>monitoring</b> of core ELA, ELD, and intensive ELA/reading intervention program pacing guide implementation at all sites using common,</p>	<p>October 15, 2008 Ongoing</p> <p>October 15, 2008 Ongoing</p> <p>October 15, 2008 Ongoing</p> <p>October 15, 2008 Ongoing</p>	<p>Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ELD Services, Asst. Superintendent for Special Education, Director of Human Resources</p>	<p><u>8.1.1 – 8.1.4:</u></p> <p>AB 825 HPSGP Title 1, 2, 5, Pt. A Title 1 Pt. B Title 2 Pt. D Title 3 IMF Block Grant Lottery – Prop 20</p>

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	district-wide walk-through protocols.			
<b>EPC 8.2</b> <i>Pacing – Math</i>	<p>8.2.1 Achieve consistent, district-wide implementation of the district’s <b>core math text program</b> (2000 adoption) <b>pacing guide with fidelity</b> in all classrooms (grades 6-8). District math pacing guide includes schedule for common grade level/department benchmarks assessments as well as time for re-teaching. In addition, pacing Guide must reflect priorities in "CST Blueprints."</p> <p>8.2.2 Achieve consistent, district-wide implementation of the district’s <b>core math text program</b> (2007 adoption) <b>pacing guide with fidelity</b> in all classrooms (grades 6-8). District math pacing guide includes schedule for common grade level/department benchmarks assessments as well as time for re-teaching. In addition, pacing Guide must reflect priorities in "CST Blueprints."</p> <p>8.2.3 Develop and implement district-wide <b>math intensive intervention program pacing guide</b> (2007 Adoption) with fidelity in all intervention classrooms (grades 6-8).</p> <p>8.2.4 Implement consistent, district-wide <b>monitoring</b> of math and Algebra 1 program pacing guide implementation at all sites using common, district-wide walk-through protocols.</p>	<p><i>October 15, 2008</i> <i>Ongoing</i></p> <p><i>August 2009</i> <i>Ongoing</i></p> <p><i>August 2009</i> <i>Ongoing</i></p> <p><i>October 15, 2008</i> <i>Ongoing</i></p>	Asst. Superintendent of Academic Services, Director of Categorical Programs for Multi-lingual/ELD Services, Asst. Superintendent for Special Education, Director of Human Resources	<p><u>8.2.1 – 8.2.4:</u></p> <p>AB 825 HPSGP Title 1, 2, 5, Pt. A Title 1 Pt. B Title 2 Pt. D Title 3 IMF Block Grant Lottery – Prop 20</p>
<b>EPC 9.1</b> <i>Fiscal Alignment</i>	<p>9.1.1 The District will establish <b>fiscal policies</b> and a <b>fiscal allocation plan</b> that is aligned with measurable student achievement outcomes and instructional goals. This will be identified in the District’s Corrective Action/LEA Plan Addendum which clearly articulates goals and actions that focus on academic achievement. The District will identify clear connections between the district budget and the Corrective Action/LEA Plan and align resource use with specific strategic needs. Policies will be established to support sound resource management (e.g. distribution, carryover, staffing allocation limits, etc.).</p> <p>9.1.2 District and school plans will <b>align categorical expenditures</b> with achievement and instructional goals. All resources are to be included in plans. The District will establish</p>	<p><i>October 1, 2008</i> <i>Ongoing</i></p> <p><i>October 1, 2008</i> <i>Ongoing</i></p>	<p>Superintendent</p> <p>Assistant Supt of Academic Services Assistant Superintendent of Fiscal Services</p>	<p>General Fund</p> <p>General Fund</p>

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	<p>processes to update budget(s)/plan(s) as changes emerge. Fiscal and program staff will be involved in the review and monitoring of District and site plans, thus establishing a transparent connection between budgeting and planning. The District will regularly communicate with site councils and the district board of education to ensure clear understanding of roles and ensure consistent support of site and district instructional goals.</p> <p>9.1.3 The <b>Corrective Action/LEA Plan Addendum details fiscal plans and expenditures</b> as they relate to achievement goals and priorities. The District will provide consistent <b>communication</b> with staff and the board of education to establish clear understanding of the Corrective Action/LEA Plan Addendum and budget implications.</p> <p>9.1.4 Effectively address <b>Fund Balance</b> and <b>Budget Monitoring</b>. Include development and implementation of related board policies. Work with the County Office of Education staff and DAIT approved technical support providers in these areas.</p> <p>9.1.5 Plan and manage site level resources effectively. Include support to develop and implement necessary board policy regarding the distribution and use of restricted funds as well as carryover.</p> <p>9.1.6 In consultation with the County Office of Education and DAIT approved technical support, establish a plan for addressing how adjustments are made during future budgeting processes to ensure continued resource compliance and to improve the District's alignment of resources to meet the priority needs of SPSAs and the LEA Plan Addendum.</p> <p>9.1.7 Plan and manage District level resources more effectively. Include support to develop and implement necessary board policy regarding the distribution and use of restricted funds including carryover.</p>	<p><i>October 1, 2008 Ongoing</i></p> <p><i>October 1, 2008 Ongoing</i></p> <p><i>October 1, 2008 Ongoing</i></p> <p><i>October 1, 2008 Ongoing</i></p> <p><i>October 1, 2008 Ongoing</i></p>	<p>Superintendent</p>	<p>General Plan</p>
<p><b>Parent Involvement</b></p>	<p>10.1.1 The district will communicate expectations and accountability for implementing a standards-based system to all Ravenswood CSD</p>	<p><i>November 15, 2008 Ongoing</i></p>	<p>Superintendent</p>	<p><u>10.1.1 – 10.1.5:</u> AB 825</p>

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	<p>stakeholders, including each group's role and responsibility.</p> <p>10.1.2 conduct one <b>parent survey</b> a year. Parent survey data will be used to determine student/parent needs.</p> <p>10.1.3 Convene/organize <b>EL Parent Involvement Committee</b> that meets regularly (at least quarterly) to identify the needs of EL parents and the community and to engage in dialogue and action planning to address challenges identified.</p> <p>10.1.4 Provide <b>ESL Classes</b> (using the resources of community partners) to parents at all sites with 50% ELs using the support/resources of community partners.</p> <p>10.1.5 Provide <b>parent classes to promote literacy</b> at home.</p>	<p><i>February 1, 2009</i> <i>Ongoing</i></p> <p><i>February 1, 2009</i> <i>Ongoing</i></p> <p><i>February 1, 2009</i> <i>Ongoing</i></p> <p><i>February 1, 2009</i> <i>Ongoing</i></p>	<p>Superintendent</p> <p>Director of State and Categorical Programs for Multilingual/ELD Programs &amp; ELD Coordinators</p> <p>Director of State and Categorical Programs for Multilingual/ELD Programs &amp; ELD Coordinators</p> <p>Director of State and Categorical Programs for Multilingual/ELD Programs &amp; ELD Coordinators</p>	<p>HPSGP Title 1, 5 Pt. A</p>
<b>Governance</b>	<p>11.1.1 Subscribe to a "CSBA-like" policy service as a foundation for analysis of policies and subsequent resource for policy revisions and additions.</p> <p>11.1.2 Analyze existing board policies and identify areas where gaps exist. Add policies where needed including (but not limited to) policies in:</p> <ul style="list-style-type: none"> <li>• <i>Recruitment and retention of highly qualified staff;</i></li> <li>• <i>Adoption of instructional materials;</i></li> <li>• <i>K-8 core ELA and mathematics textbook implementation;</i></li> <li>• <i>Uninterrupted instructional minutes for ELA, mathematics and intervention programs;</i></li> <li>• <i>Implementation of standards-based curriculum and instruction;</i></li> <li>• <i>Meeting the academic needs of high priority students including placement in interventions, programmatic assignment to interventions and criteria for exiting interventions;</i></li> <li>• <i>Core Program criteria for ELs and SWDs interventions in reading and mathematics including criteria for monitoring, indicators for meeting district achievement benchmarks and</i></li> </ul>	<p><i>October 1, 2008</i> <i>Ongoing</i></p> <p><i>October 1, 2008</i> <i>Ongoing</i></p>	<p>Superintendent</p> <p>Superintendent</p>	

Essential Program Component	Middle School Corrective Actions	Starting Dates	Recommended Persons Responsible	Suggested Funding Sources
	<p><i>criteria for exiting intervention support;</i></p> <ul style="list-style-type: none"> <li>• <i>Professional development requirements for teachers in the core subject areas (i.e. SB472);</i></li> <li>• <i>Professional development requirements for administrators (i.e. AB430);</i></li> <li>• <i>Fiscal policies that support sound resource management (e.g. distribution, carryover, staffing allocation limits, etc.); and</i></li> <li>• <i>Fiscal policies and fiscal allocation plans that align with measurable student achievement outcomes and instructional goals.</i></li> </ul>			
<b>Human Resource</b>	<p>12.1.1 Provide professional development for the district leadership team.</p> <p>12.1.2 Provide leadership coaching for superintendents.</p> <p>12.1.3 Fully participate in "Masters of Governance-type" training for Board Members and Superintendent.</p>	<p><i>October 1, 2008</i> <i>Ongoing</i></p>		