

## INSTRUCTIONAL MATERIALS: MATHEMATICS

### **1. The plan addresses district-wide implementation of most recent SBE adopted/ standards-aligned materials in mathematics.**

- All students currently receive mathematics instruction using textbooks and materials that are current in accordance with Education Code Section 60119. Grades Kindergarten through six are currently using the Saxon Mathematics Program as adopted by the State Board of Education. Grade seven is currently using Prentice-Hall Pre-Algebra and Eighth grade is using Prentice-Hall Algebra.
- Intervention materials include the supplementary materials for Saxon Math, Touch Math and manipulatives at each grade level (K-6). For 7-8, supplemental materials for Prentice-Hall, Touch Math and manipulatives. Additionally, math software is available for all grade levels.
- Materials for English Learners include the supplementary materials for Saxon Math, Touch Math and manipulatives at each grade level (K-6). For 7-8, supplemental materials for Prentice-Hall, Touch Math and manipulatives. Additionally, math software is available for all grade levels and universal access components of the state adopted textbook programs.
- Materials to assist students with disabilities include the supplementary materials for Saxon Math, Touch Math and manipulatives at each grade level (K-6). For 7-8, supplemental materials for Prentice-Hall, Touch Math and manipulatives. Additionally, math software is available for all grade levels and universal access components of the state adopted textbook programs.

### **2. The plan clearly outlines the district process to adopt and phase-in the 2007 mathematics curriculum by fall 2009.**

- During the 2007-08 school year, the district convened textbook adoption committees at both (Terra Bella Elementary and Carl F. Smith Middle School) school sites. The sites made recommendations to adopt at Terra Bella Elementary School and at Carl F. Smith Middle School. The new textbooks are scheduled to be adopted at the April 2009 Regular Governing Board meeting. Textbooks will be ordered immediately following Board adoption. Teachers are scheduled to receive SB 472 training through Tulare County Office of Education during the summer of 2009. Instruction with the new textbooks will commence at the beginning of the 2009-10 school year.

#### Adoption Detailed Procedure

An Adoption Coordinator will be appointed by the District Superintendent to oversee the adoption process. Adoption Coordinator duties include:

- Regular updates to Governing Board, Superintendent, Principals, and Staff.
- Organize Adoption Committee

- Organize vendor presentations
- Oversee Committee work
- Board communications (adoption process, committee/public comment, recommendation)

### Timeline

The following timeline is intended to be a guideline for textbook adoptions.

- December - Adoption Committee established
- January - Board announcement
- February - Material display and vendor presentations
- March - Committee work completed
- April - Board presentation and adoption
- April/May - Ordering complete
- June/August - Distribution complete

### Adoption Committee

- Site principals will appoint teacher representation to establish an Adoption Committee
- Adoption Coordinator will organize one or more vendor presentations.

**Note: TBUESD employees are prohibited from receiving vendor perks that might influence the selection or recommendation of textbooks or instructional materials.**

- Adoption Committee members are requested to share vendor information to their respective staff members and gather input from colleagues at the site.
- Adoption Coordinator will organize debates and discussions on adoption choices. Committee comments will be collected and synthesized by coordinator to be included in board presentation.
- Adoption Committee will vote on publisher. Majority will rule.
- Adoption Coordinator will work with the committee to determine the list of materials within the adoption to be designated "base program" and those items that would be considered "supplemental."

### Public Input

- Instructional Materials considered for adoption will be on public display at a location or locations accessible to the public and at the Tulare County Office of Education Resource Center at least four weeks prior to board adoption.
- An input box for public comment will be made available at each location.
- Adoption Coordinator will synthesize public comments to include them in board presentation.

### Board Communication and Action

- Coordinator will make a board presentation that includes synthesized comments from public and adoption committee as well as publisher recommendation.
- Board adoption is required for all base textbook adoption.

### Ordering and Distribution

- Principals will order instructional materials and teacher resources.
- On large initial adoption orders, the district management team will meet to establish a timeline and system to receive and distribute materials.

Staff Training

- The district management team will organize training for the newly adopted instructional materials.

**3. The plan incorporates the recommendations of the DAIT.**

- All aspects of the Master Plan are intended to implement the Nine Essential Program Components and all other evaluation tools as recommended by the State Board of Education and the California Department of Education and relevant student data. (Refer to the recommendations section.)

**INSTRUCTIONAL MATERIALS: ENGLISH-LANGUAGE ARTS (ELA)**

**1. The plan addresses district-wide implementation of most recent SBE-adopted/standards-aligned materials in ELA.**

- All students currently receive English Language Arts instruction using textbooks and materials that are current in accordance with Education Code Section 60119. Grades Kindergarten through grade five are currently using the Houghton Mifflin Legacy of Literacy as adopted by the State Board of Education. Grades six, seven, and eight are currently using Holt Literature Language Arts.
- Intervention materials include Saxon Phonics, Into English, High Point, universal access components, Accelerated Reader, Fluent Reader, Read Naturally, English in a Flash, SRA and supplemental software.
- Materials for English learners include Saxon Phonics, Into English, High Point, universal access components, Accelerated Reader, Fluent Reader, Read Naturally, English in a Flash, SRA and supplemental software.
- Materials to assist students with disabilities include Saxon Phonics, Into English, High Point, universal access components, Accelerated Reader, Fluent Reader, Read Naturally, English in a Flash, SRA and supplemental software.

**2. The plan clearly outlines the district process to adopt and phase-in the 2008 ELA curriculum by fall 2010.**

- During the 2008-09 school year, the district convened textbook adoption committees at both (Terra Bella Elementary and Carl F. Smith Middle School) school sites. The sites made recommendations to adopt at Terra Bella Elementary School and at Carl F. Smith Middle School. The new textbooks are scheduled to be adopted at the October 2009

Regular Governing Board meeting. Textbooks will be ordered in the spring of 2010. Teachers are scheduled receive SB 472 training through Tulare County Office of Education during the summer of 2010. Instruction with the new textbooks will commence at the beginning of the 2010-11 school year.

#### Adoption Detailed Procedure

An Adoption Coordinator will be appointed by the District Superintendent to oversee the adoption process. Adoption Coordinator duties include:

- Regular updates to Governing Board, Superintendent, Principals, and Staff.
- Organize Adoption Committee
- Organize vendor presentations
- Oversee Committee work
- Board communications (adoption process, committee/public comment, recommendation)

#### Timeline

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#### Adoption Committee

- Site principals will appoint teacher representation to establish an Adoption Committee
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- Adoption Committee members are requested to share vendor information to their respective staff members and gather input from colleagues at the site.
- Adoption Coordinator will organize debates and discussions on adoption choices. Committee comments will be collected and synthesized by coordinator to be included in board presentation.
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#### Ordering and Distribution

- Principals will order instructional materials and teacher resources.
- On large initial adoption orders, the district management team will meet to establish a timeline and system to receive and distribute materials.

#### Staff Training

- The district management team will organize training for the newly adopted instructional materials.

### **3. The plan incorporates the recommendations of the DAIT.**

- All aspects of the Master Plan are intended to implement the Nine Essential Program Components and all other evaluation tools as recommended by the State Board of Education and the California Department of Education and relevant student data. (Refer to the recommendations section.)

## **PROFESSIONAL DEVELOPMENT FOR TEACHERS**

### **1. The plan prioritizes the professional development needs of all mathematics teachers:**

- All teachers currently teaching mathematics have received AB466 training in the current mathematics adoption. Two new teachers received SB472 40-hour institute training for the most recently adopted materials (07-08). All remaining teachers are scheduled to receive the SB472 40-hour institute for the 2007 adoption during the summer of 2009. Training will be conducted by the Tulare County Office of Education (see schedule for the summer institutes).
- The SB472 80-hour practicum will be completed by all 40-hour institute participants during the 2009-10 and 2010-11 school years.

### **2. The plan prioritizes the professional development needs of all ELA teachers:**

- Ninety-eight percent of teachers have completed AB466 training for the current ELA adoption. The plan includes SB472 training (40-hour institute) for the 2008 adoption during the summer of 2010. The 80-hour practicum for the 2008 ELA adoption will be completed during the 2010-11 and 2011-12 school years. Training will be conducted by the Tulare County Office of Education.
- 3. The plan prioritizes the need for all teachers of English Learners to complete SB472 English Learner Professional Development Institute (ELPDI) after completing the initial 40-hour SB 472 math institute.**
- The plan calls for English Learner Professional Development Institute (ELPDI) during the 2010-11 school year to be provided by the Tulare County Office of Education (see attached schedule).
- 4. The plan incorporates the recommendations of the District Assistance Intervention Team.**
- All aspects of the Master Plan are intended to implement the Nine Essential Program Components and all other evaluation tools as recommended by the State Board of Education and the California Department of Education and relevant student data. (Refer to the recommendations section.)

## PROFESSIONAL DEVELOPMENT FOR ADMINISTRATORS

**1. The plan addresses the professional development needs of all administrators:**

- All Principals and Vice-Principals have completed AB 75/AB 430 training (institute and practicum) in the most recent curricula adopted by the Terra Bella Union Elementary School District as indicated by certificates of completion.
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- All Principals and Vice-Principals including Superintendent will be participating in all SB 472 institutes for mathematics, language arts and English learners to be completed by 2012.

**2. The plan incorporates the recommendations of the District Assistance Intervention Team.**

- All aspects of the Master Plan are intended to implement the Nine Essential Program Components and all other evaluation tools as recommended by the State Board of Education and the California Department of Education and relevant student data. (Refer to the recommendations section.)

## FOCUS ON HIGH PRIORITY STUDENTS

### **1. The plan addresses the fundamental learning needs of English learners.**

- The district policies for assessing, placing, and exiting English learners in ELD support are as follows: all parents complete the language assessment survey upon enrollment of students, all second language learners are administered the CELDT within 30 days of enrollment, students are placed in the English Immersion program based on CELDT data, and annually evaluated for progress using the CELDT, benchmarks, EKWAL reading inventory, report card grades and CSTs. Instructional support is also provided via a language lab and an after school program for both campuses. The exit criteria are based on the CST level of proficiency, report card grades, CELDT level and parent and teacher input. A parent/teacher conference is held to determine if the student is ready to be re-designated as fluent English proficient.
- In the English Immersion program, teachers use a variety of strategies including, but not limited to: whiteboards, choral response, student interaction strategies, like-think-pair-share, graphic organizers, checking for understanding non-verbal strategies and other SDAIE strategies.

### **2. The plan addresses the fundamental learning needs of students with disabilities.**

- The instructional delivery strategies that render content comprehensible to students with disabilities. Teachers use a variety of RTI strategies including, but not limited to: modified assignments, one-on-one instruction, small group interaction, reduced sensory overload, whiteboards, choral response, student interaction strategies, like-think-pair-share, graphic organizers and checking for understanding non-verbal strategies.
- Staff members attend conferences on specific areas of need as needed for both regular and special educators. For example, teams of regular and special educators attend training on autism and anger management skills for the students.
- There is collaboration at grade-level, staff, IEP, and student study team meetings.

### **3. The plan addresses the fundamental learning needs of other high priority students:**

- Teachers use a variety of RTI strategies including, but not limited to: modified assignments, one-on-one instruction, small group interaction, reduced sensory overload, whiteboards, choral response, student interaction strategies, like-think-pair-share, graphic organizers and checking for understanding non-verbal strategies.
- The district provides the SBE approved ELA curriculum: High Point (4-8), Into English (K-3). The curriculum is delivered within a discreet thirty to forty minutes daily, during the school day and with homework support in the after school program. The district provides district-approved support materials in the after school program including Accelerated Reader, Read Naturally, Fluent Reader, English in a Flash and other computer and/or web-based programs.

- The district provides the SBE approved math curriculum with thirty minutes of intervention during the school day and homework support in the after school program including Math Facts and computer and/or web-based programs.
- Extended services are provided in an after school setting at both campuses.
- There is collaboration at grade-level, staff, IEP, and student study team meetings.

**4. The plan incorporates the recommendations of the District Assistance Intervention Team.**

- All aspects of the Master Plan are intended to implement the Nine Essential Program Components and all other evaluation tools as recommended by the State Board of Education and the California Department of Education and relevant student data. (Refer to the recommendations section.)

# Tulare County Office of Education

*Jim Vidak, County Superintendent of Schools*

## DAIT Action Plan for Terra Bella Union Elementary School District

Tulare County Office of Education, DAIT Provider

**DAIT Recommendation #1** - The district provides expert coaches in reading/language arts, ELD, mathematics, and interventions for those students identified in need in those specific areas and help staff implement the latest State Board adopted instructional materials.

*(LEA Plan Goals 1, 2 & 3, DAIT Strand – 1. Standards-based Curriculum, Instruction, and Assessment, EPC 6, ELSLT 6d)*

**DAIT Recommendation #2** - The district develops protocols and programs to address the ELD program needs for the different grade levels. This would include monitoring progress of ELs throughout the year and determine the need for intervention in English for those not making adequate progress.

*(LEA Plan Goals 1, 2 & 3, DAIT Strand – 1. Standards-based Curriculum, Instruction, and Assessment, EPC 5, ELSLT 5c)*

**DAIT Recommendation #3** - The district develops a comprehensive professional development plan that includes providing training on the SBE adopted instructional materials, strategies for all staff and new staff in the district.

*(LEA Plan Goals 1, 2 & 3, DAIT Strands – 1. Standards-based Curriculum, Instruction, and Assessment and 2. Professional Development, EPC 3 & 4, ELSLT 4a-e & 3a-d)*

**DAIT Recommendation #4** - The district develops a dynamic process to address monitoring students in English language arts and mathematics. This process would include identifying assessment tools (benchmark and/or embedded assessments) to determine students' instructional needs in a systematic, dynamic manner. This process would also include monitoring the effectiveness of the tools.

The tools will include a monitoring system that can be used to its fullest potential by all staff, including teachers and site administrators to monitor student progress. This must also include a strategic plan for input and retrieval of data. This will improve teachers' access to student results and identify the need for intervention in a timely manner.

*(LEA Plan Goals 1, 2, & 3, DAIT Strands – 2. Professional Development and 4. Data Systems and Achievement Monitoring, EPC 3, 4 & 5, ELSLT 5a-c)*

# Tulare County Office of Education

*Jim Vidak, County Superintendent of Schools*

**DAIT Recommendation #5** - The district will develop a systematic way to communicate with parents regarding the accountability system, grades, results and how student needs are met with an understanding of the resources available to provide intervention.

*(LEA Plan Goal 5, DAIT Strand – 5. Parent and Community Involvement)*