

Terra Bella Union Elementary School District Master Plan

2/25/09

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INSTRUCTIONAL PROGRAM: The district provides an instructional program that systemically supports and addresses the monitoring of the pacing calendar, implementation of the reading intervention program for intensive students, teacher collaboration time to interpret assessment data in order to modify classroom instruction and content experts to support classroom teachers.

Action Strategy to Meet the Goal	Expected Outcome(s) of the Strategy	Person Responsible for Implementation	Method to Measure the Action Strategy	Begin & End Dates of Strategies	Funding & Source
1. The district adopts SBE instructional materials in reading language arts and mathematics. Using these materials, the standards will be implemented with fidelity.	Every teacher implements SBE approved instructional materials in reading/language arts and mathematics with fidelity in every classroom and every grade level.	Principals & Vice Principals	Classroom observation on a weekly basis by principals & vice principals. Classroom visitations will be documented.	3/01/2009 - Ongoing	General Ed. Title I
2. All students who are unable to demonstrate proficiency in reading/language arts and mathematics are provided additional instruction using a state approved intervention program and materials.	Students receive 30-45 minutes of intervention in addition to the core instructional program on a daily basis.	Principals & Vice Principals	The schools will provide a master schedule of all scheduled interventions in language art and mathematics for those students identified in need of intervention for the required minutes.	3/01/2009 - Ongoing	General Ed. Title I
3. The district provides the schools with the intervention materials.	The district will identify and purchase SBE approved intervention materials and District approved intervention materials.	District Superintendent Principals & Vice Principals	Each student will have the required intervention materials as supported by the Williams visit each year.	At the beginning of each school year.	Title I, EIA
4. The district will revise pacing calendars for reading/language arts and mathematics based on benchmark results.	Implementation of the revised pacing calendars at each grade level.	Principals & Vice Principals	The process in revising the pacing calendars will be documented on agendas & sign in sheets. The site administrator(s) will monitor the implementation of the pacing calendar by reviewing collaboration meeting minutes of each grade level and benchmark results.	3/1/2009 - Ongoing	Title I, Title II, EIA

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<p>5. The district provides expert coaches in reading/ language arts and mathematics to support teachers. It will also provide support for administrators both at the district and site level to build their capacity in implementing the curriculum and instruction.</p> <p>It is expected that the district will develop/ acquire six coaches to assist teachers in the areas of mathematics, language arts, and English Language acquisition.</p>	<p>There is a need to build the capacity of the district's human resources to provide support to teachers in language arts and mathematics. It is expected that the district will develop/acquire six coaches to assist teachers in the areas of mathematics, language arts, and English Language acquisition.</p>	<p>District Superintendent Principals & Vice Principals</p>	<p>The district in collaboration with Tulare County Office of Education will develop a work plan for supporting teachers in language art and mathematics at each grade level.</p>	<p>3/01/2009 - 9/1/2009</p>	<p>Title I, Title II, EIA, SBC</p>

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6. The district provides opportunities for grade level collaboration in order to plan and discuss lesson development and assessment data of the district approved and adopted reading/language arts and mathematics program.	The district will allocate at least one hour per week for collaboration. The topics to be discussed but not limited to are, lesson development, data review, pacing calendars, and student progress in language arts and mathematics. Teachers will keep agendas and minutes for each meeting.	District Superintendent Principals & Vice Principals	Teachers will submit collaboration agendas and minutes to the site principals.	3/1/2009 - Ongoing	General,

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PROFESSIONAL DEVELOPMENT: The district provides comprehensive and ongoing professional opportunities that focus on instruction in the content areas and across the curriculum for reading/language art and mathematics.

Action Strategy to Meet the Goal	Expected Outcome(s) of the Strategy	Person Responsible for Implementation	Method to Measure the Action Strategy	Begin & End Dates of Strategies	Funding & Source
7. The district provides up-to-date administrative training opportunities including AB 430 or SB 472.	Administrative staff will maintain and enhance knowledge of data management, new curriculum, and supervision of instruction.	District Superintendent, Principals & Vice Principals	Registration and certificate of completion to be documented by the district office.	3/1/2009 – 5/5/2010	General Ed., Title I
8. The district will hire only highly qualified teachers as required by the No Child Left Behind Act of 2001.	The District has a plan to recruit and hire highly qualified teachers.	District Superintendent	Ensure that each teacher meets NCLB requirements to be certified by the District Superintendent. Each teacher has on file NCLB Teacher Requirement: Certification form on file at the district office.	Ongoing	General Ed.
9. The district provides teachers SB 472 professional development in reading/language arts, ELD, and mathematics intervention programs.	One hundred percent of the teachers receive SB 472 training on the latest SBE adopted instructional materials as the materials become adopted by the district.	District Superintendent, Principals & Vice Principals	Each teacher upon completion of SB 472 must submit the forty hour certificate of completion to persons responsible in the district. Each teacher is responsible to complete the 80 hour follow-up to be monitored by the director of curriculum of instruction and site administrators. Upon completion of both forty hours of instruction and eighty hours of follow-up the teacher will have on file their SB 472 certificate of completion.	9/1/08 - Ongoing	Title II, Title I

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<p>10. The district will provide comprehensive and ongoing professional development opportunities that focus on instruction in the content areas and across the curriculum for reading/language arts and mathematics.</p>	<p>The district developed a professional development calendar with training in the following areas: language arts - California Literature & Reading Project, SB 472 Training, Thinking Maps and benchmark assessments and coaching in language arts Mathematics: SB 472 Training, benchmark assessments and coaching in math. Assessments: data management, technology training, and standards based assessments. English language development: ELD strategies, content strategies (SDAIE), and Engagement strategies.</p>	<p>District Superintendent, Principals & Vice Principals</p>	<p>The evidence will be: Agendas, certificates of completion, and/or sign in sheets of each professional development activity. Classroom observations by the principal on the learned strategies by the teachers. Principals will use an observation tool to document the observation.</p>	<p>7/1/2008 - Ongoing</p>	<p>Title I, Title II, EIA</p>
<p>11. The district staff will be provided professional development on the use of student information systems to review results in reading/language arts, ELD, and mathematics.</p>	<p>The district will provide training in the system used for tracking data to be used by teachers, principals, and district staff to monitor student progress. Both state wide and local data will be collected.</p>	<p>District Superintendent, Principals & Vice Principals</p>	<p>The evidence will be: Agendas, certificates of completion, and/or sign in sheets of each professional development activity. Documented collaboration time (agenda, minutes) by the teachers.</p>	<p>7/1/2008 - 6/30/2010</p>	<p>Title I, Title III, EIA, Title II</p>

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12. Teachers will use the student data system (Aeries) to modify instruction in reading/language arts, and mathematics, and the curriculum benchmark assessments for placement and progress monitoring of students.	The staff will use the system to monitor student progress in reading/language arts, and mathematics, and the curriculum benchmark assessments for placement and modify instruction. Each staff at every school site will review data via collaboration time.	District Superintendent, Principals and Vice Principal	The evidence will be: Agendas of & sign in sheets of each professional development activity. Collaboration time (agenda, minutes) by the teachers. This process will follow a cycle of inquiry three times at the sites in each school year.	7/1/2008 - 6/30/2010	Title I, Title III, EIA, Title II
13. Teachers will be trained in using the scanner and the assessment software provided (Data Link).	The staff will use the system to monitor student progress in reading/language arts, and mathematics, and the curriculum benchmark assessments for placement and modify instruction. Each staff at every school site will review data via collaboration time.	District Superintendent, Principals and Vice Principal	The evidence will be: Agendas of & sign in sheets of each professional development activity. Collaboration time (agenda, minutes) by the teachers. This process will follow a cycle of inquiry three times at the sites in each school year.	7/1/2008 - 6/30/2010	Title I, Title III, EIA, Title II
14. The district will schedule professional development to support teachers and other personnel in the use of specific strategies and best practices for use in ELD/ SDAIE /Mainstream classrooms.	Provide a professional development plan which includes support for teachers in ELD strategies.	District Superintendent, Principals and Vice Principal	The district will produce the documentation of the plan. Including agendas and minutes of the meetings to be held monthly to accomplish the goal.	6/5/2009 - 6/30/2011	Title I, Title III, EIA, Title II

GOVERNANCE/LEADERSHIP/FISCAL: The district’s leadership communicates its common vision, mission, core values and beliefs for the purposes of meeting the needs of all students. The policies of the district ensure that data is used for decision making and alignment of resource and support for students. The intervention programs for students who are identified as intensive and strategic are clearly defined and communicated.

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15. The district leadership will review the districts vision, mission and core values and belief with the staff to ensure a district wide focus and direction.	All staff understands the districts vision, focus and direction it will take in order to increase academic achievement of all students.	Under the direction and leadership of the District Board, Superintendent and district leadership team.	The District Board and Superintendent will review and adopt the action plan to be implemented in 2009-10 school year. There will be Board minutes, memos and site plan. The District will development and review of a cycle of inquiry at the beginning & end of the school year. Review of agendas and minutes to ensure evidence of implementation.	6/2009 - 9/1/2010	General
16. Review and update district's policies that pertain to instruction with the School Board and site administrators.	Decisions regarding instructional programs are data driven & resources are aligned to student needs after review of the cycle of inquiry and presentation of site data.	District Superintendent, Principals, Vice Principals	The evidence will include but not limited to: Agendas, minutes, documents that are developed. During the regular leadership team meeting policies that need to be reestablish or developed will be on the agenda. The policies will be taken to the Board for input and approval.	6/2009-9/1/2010	General

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ENGLISH LEARNERS: The district will optimize ELD instruction for EL students to include research-based instructional strategies to improve English language proficiency, using SEL, Alternative and English language mainstream programs, which will include access to all content courses. They will be monitored using the district's Aeries data management system.					
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17. The District selects a progress monitoring tool to determine progress of students' language proficiency three times a year.	The district develops a language proficiency instrument to evaluate language progress of students.	District Superintendent, Principals, Vice Principals	The identified tool and plans for implementing the results. Agendas and minutes of the meetings that describe the process of identifying the monitoring tool.	Benchmark assessment dates	NCLB: Title III, Limited English Proficient (LEP) Student Program
18. The District develops a process to evaluate current ELD materials and determine whether the quality of the program meets all criteria.	The district develops a process and criteria to evaluate ELD instructional materials.	Principals, teachers	District staff will form a committee of administrators and teachers to develop the process and criteria. There will be agendas and minutes of each meeting and the final product: process and criteria for the evaluation of ELD instructional materials.	6/2009 - 9/1/2010	EIA, Title III
19. Implement a process to insure the consistent implementation of the ELD program throughout the district.	All teachers throughout the district implement the ELD program with fidelity.	District Superintendent, Principals, Vice Principals	Site administrators will conduct walkthroughs and check lesson plans.	3/1/09 - Ongoing	General

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PARENT INVOLVEMENT: The district engages parents and community by communicating information on a timely basis regarding district's accountability system which includes grade level proficiency, standards and interventions for the purpose of improving student achievement.

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20. The District will require that each school principal submit an action plan that describes the communication process to inform parents about the district's accountability system, grade level proficiency standards and interventions for the purpose of improving student achievement.	Parents will become partners with the school to improve student achievement.	Site Principals	The District will conduct a parent survey for the purpose of improving student achievement.	9/1/2009 - 5/15/2010	Title I, Title III, General Ed.