



Lennox School District  
10319 Firmona Ave  
Lennox, California 90304  
(310) 695-4000  
[Http://www.lennox.k12.ca.us/](http://www.lennox.k12.ca.us/)

## LEAP Addendum 2008-2010

### Introduction

This action plan is submitted as a revised addendum to the Lennox School District LEA Plan. It is the plan of action for creating and sustaining the roadmap for accelerating student achievement in the district. Student achievement goals have been set for all students: **Each student is expected to advance one level on the California Standards Test scale annually.**

In setting these goals for its students, the Lennox School District has set a lofty goal for the district as a system and for all of the people who work in the district. Research is clear that students' best opportunity for achieving at a high level is dependent on every adult acting on the belief that achievement targets can be met – no excuses! High achievement, especially for High Priority students, also requires that every student engages in a well articulated, consistent, and coherent academic program that places students' academic future at the center of every decision at the district level, at the school, and in the classroom.

The District Assistance Intervention Team (DAIT) Capacity Study pointed to many positive attributes of the Lennox School District. Commitment to students, experienced staff, expertise with special populations, highly qualified teachers, and sound fiscal stewardship are but a few of these attributes. The Capacity Study also called for some significant changes in the way priorities are set, goals are established, staff talent is used, and ways that a standards-based educational program is led and supported through a system wide view.

With this action plan, the Lennox School District is making a commitment to fully implementing the Nine Essential Program Components. The very structure of the plan itself reinforces this commitment. The plan's first section focuses on curriculum and instruction and is divided into three key content areas: Mathematics, English Language Arts, and English Language Development. Each one of these areas includes specifics about the eight features of core program design:

1. Instructional Materials
2. Instructional Strategies
3. Instructional Time
4. Pacing of Standards
5. Assessment

6. Understanding and Using Assessment Data
7. Professional Development
8. Intervention

The area of mathematics is the most fully developed area in the plan since mathematics is next on the major adoption calendar of the California State Materials Adoption Cycle. Because district implementation of SBE-adopted materials was uneven in the past, it was determined to use the mathematics adoption as a prototype for future adoptions. This means mathematics will be the place to begin a system transformation to standards-based teaching, learning, and assessment. The objective is to do a full and successful adoption and implementation of mathematics so that students can reap its full benefits and teachers, administrators and the school community can see evidence of student success when there is a consistent, articulated and coherent approach to student learning.

Common threads run through each of the three content areas and within the eight design features:

1. The opportunity to learn a “guaranteed viable curriculum” is the right of every student. To make this guarantee means that California grade level standards and SBE-adopted materials aligned to the standards are the core materials for all students.
2. English learners and students with disabilities are the high priority students for Lennox. Research and exemplary practice point to the most effective instructional strategies for these students. These strategies are to be central to teaching in Lennox. They are all the more powerful by being used across the content areas.
3. Frequent and structured collegial discussion of student assessment data and collaborative decisions about how to improve student achievement are essential to student achievement and teacher professionalism.
4. Many programs serve the same children. Integrated action planning with a student-centered approach is more efficient than writing a separate plan for each program. Therefore, the district’s Title III plan is integrated into this LEAP addendum.
5. The implementation of core programs requires support and monitoring. Full and faithful implementation requires district and school administrators to be competent data facilitators as well as visible support to teachers in the classrooms. It will also require that staff development specialists devote more time to content expertise and coaching to support teachers.

Having established the importance of the core program for every student, Section Three and Four of the LEAP addendum address interventions in general, along with plans for the specialized programs that are in place for English learners and students with disabilities. The schools in Lennox have intervention opportunities for students, but they differ from school to school in entry criteria, frequency, duration, and methodology. There are also a wide variety of program options for EL students. Once again, strong consistency is lacking among the schools.

The special education program is ready to even more fully integrate students with disabilities into the mainstream program. Using the expertise of special education staff is one of the best ways to assist the district in implementing an effective Response to Intervention program that will serve all students with the extra services they may need to advance to proficient in the mastery of core academic standards.

## Section 1: Governance

The Governing Board will adopt a district-wide policy that sets the vision for accelerated student outcomes. This policy will guide the Board and district leadership in setting priorities for student achievement. The policy will emphasize district-wide implementation and monitoring SBE-adopted materials, standards aligned curriculum, instruction, assessment and other elements of the State reform agenda.

Table 1: Board Policy

Specific Action	Person(s) Responsible / Timeline	Estimated Cost/ Funding Source	Completed
Locate sample policies from data-bases and other high achieving district	IS / DAIT Provider: Dec.08	N/A	
Review for presentation to Superintendent	IS / DAIT Provider: Jan. 09	N/A	
Draft sample policy	IS/ DAIT Provider: Feb. 09	N/A	
Review samples with Board	IS / Board: March 24, 2009	N/A	
Submit policy for first read	IS / Board: April 14, 2009	N/A	
Submit policy for review	IS / Board: April 28, 2009	N/A	
Submit policy for adoption	IS / Board: May 12, 2009	N/A	

## Section 2: Curriculum & Instruction

This section of the plan focuses on curriculum and instruction and is divided into three key content areas: Mathematics, English Language Arts, and English Language Development. The following eight features of core program design are highlighted in this section; instructional materials, instructional strategies, instructional time, pacing of standards, assessments, understanding and using assessment data, professional development and intervention.

### Part 1: Mathematics

The NCLB target for 2008-2009 is 47.5% of students in grades 2-8 will score proficient or advanced levels on the CST. In order to reach the NCLB AYP targets, the Lennox School District has established district-wide measurable goals based on California proficiency levels.

During the 2008-2009 school year, students in grade 2<sup>nd</sup>-8<sup>th</sup> will improve mathematics achievement as measured by growth on the CST results as compared to the 2007-2008 school year.

- Students at Far Below Basic will move to Below Basic in one year.
- Students at Below Basic will move to Basic in one year.
- Students at Basic will increase 25 scaled score points in one year.
- Students at Proficient or Advanced Proficient will maintain proficiency.
- No students will regress.

Benchmark:

- All students will achieve scores of 70% or better on all unit and trimester local assessments.
- 2<sup>nd</sup>-6<sup>th</sup> grade students will achieve grade level proficiency on their local math facts assessments.

**1. Instructional Materials**

In 2004 the district adopted Harcourt Brace Math for grades K-6, Prentice Hall Math for grade 7-8, and McDougal Littell for Algebra. The 2008-2009 mathematics adoption of the new State Board of Education (SBE) adopted materials is underway in the Lennox School District. Table 2 reflects what has been accomplished and planned.

Table 2: Timeline for 2008-2010 Mathematics Textbook Adoptions

Specific Action	Person(s) Responsible / Timeline	Estimated Cost/ Funding Source	Completed
Math Adoption Committee made of representatives of grade level and school, along with school and district administrators (MAC) review of California State Framework for Mathematics	IS/ MAC: February 2008	General funds/Title 1 funding/ \$25,000	✓
MAC review of California approved mathematics materials at the Los Angeles County Office of Education (LACOE)	IS/ MAC: March 2008		✓
MAC debrief of the approved materials and establish local criteria based on district math achievement, demographics, district teacher characteristics, etc.	IS/MAC: March 2008		✓
MAC narrow selection options	IS/MAC: April 2008		✓
MAC develop protocol for review and pilot	IS/MAC: April 2008		✓
MAC pilot of materials	IS/MAC: September-October 2008	N/A	✓
MAC public display of materials	IS/MAC: December 2008	N/A	
MAC recommendation to Superintendent for Board adoption	IS/MAC: February 2009	N/A	
Public Hearing	IS/MAC: February 2009	N/A	
Board approval with funding recommendations	Board: February 2009	N/A	
Purchase materials	IS/MAC: March 2009	\$600,000 IMF/Lottery	
Distribution of materials to teachers	IS/MAC/Principals: June 2009	N/A	

## 2. *Instructional Strategies*

In preparation for the 2008-2009 mathematics adoption, the district is currently training teachers on a common lesson design and instructional strategies (Swun Math). Instructional strategies include:

- Automaticity of Basic Facts
- Student Engagement
  - Active participation: i.e.: think-pair-share, wait time, equity sticks\*
  - Reaching Consensus
- Oral Presentation & Note-taking
  - Use of sentence frames based on English Proficiency levels\*
  - Embedding academic vocabulary\*
- Common conceptual problem solving and operational strategies

(\*Differentiated for High Priority Students)

## 3. *Instructional Time*

The minutes mandated for math instruction are:

Kindergarten	30 minutes daily
Grades 1	60 minutes daily
Grades 2-5	90 minutes daily (30 minutes for math facts)
Grades 6-8	60 minutes/ one period

## 4. *Pacing*

The district provides a pacing chart aligned to the state standards and the 2004 mathematics adoption materials. After the selection of the new adoption a revised pacing chart will be completed by Swun math consultants and distributed to all teaching staff.

## 5. *Assessment*

Math assessments are administered at weekly, six week and trimester intervals. An assessment calendar for the 2004 mathematics adoption is included in Table 3 & 4. In addition to these assessments, teachers create weekly assessments to guide their instruction.

Table 3: 2008-2009 K-6 Assessment Calendar

DATE	GR	ASSESSMENT
August 18-19, 2008	2-6	◆Diagnostic Assessment (Beyond the Basic Facts) ◆T1 Practice Exam #1
September 9, 2008	3	SBA T1 #1; Place Value
September 10, 2008	6	SBA T1 #1; Numbers Sense and Operation
September 15, 2008	3	SBA T1 #1 (SPED); Place Value
	5	SBA T1 #1; Place Value of Whole Numbers / Addition & Subtraction SBA T1 #1 (SPED); Place Value of Whole Numbers / Addition & Subtraction

September 19, 2008	2	<b>SBA T1 #1 (SPED);</b> Numbers to 100
September 23, 2008	4	<b>SBA T1 #1;</b> Place Value of Whole Numbers / Addition & Subtraction Greater Numbers <b>SBA T1 #1 (SPED);</b> Place Value of Whole Numbers
September 25, 2008	6	<b>SBA T1 #2;</b> Algebra / Integers
September 26, 2008	2	<b>SBA T1 #1;</b> Numbers to 100 & 1000
	3	<b>SBA T1 #2;</b> Addition & Subtraction
October 10, 2008	3	<b>SBA T1 #2 (SPED);</b> Addition & Subtraction
	5	<b>SBA T1 #2;</b> Multiplication & Division
	6	<b>◆T1 Practice Exam #2</b> (Re-administration)
October 14, 2008	2	<b>SBA T1 #2;</b> Addition <b>SBA T1 #2 (SPED);</b> Addition
October 15-17, 2008	K-1	<b>◆T1 Block Assessment</b> <b>◆T1 Block Assessment (SPED)</b>
October 17, 2008	5	<b>SBA T1 #2 (SPED);</b> Multiplication & Division
October 22, 2008	2-5	<b>◆T1 Practice Exam #2</b> (Re-administration)
October 23, 2008	6	<b>SBA T1 #3;</b> Fractions Concepts and Operations
October 24, 2008	6	<b>◆T1 Exam</b>
October 27, 2008	6	<b>◆T2 Practice Exam #1</b>
November 4, 2008	2	<b>SBA T1 #3;</b> Subtraction without Regrouping <b>SBA T1 #3 (SPED);</b> Subtraction without Regrouping
	3	<b>SBA T1 #3;</b> Multiplication <b>SBA T1 #3 (SPED);</b> Multiplication
	4	<b>SBA T1 #2;</b> Multiplication and Division <b>SBA T1 #2 (SPED);</b> Addition, Subtraction / Relating Multiplication and Division
	5	<b>SBA T1 #3;</b> Operations with Fractions <b>SBA T1 #3 (SPED);</b> Fractions
November 5, 2008	2-5	<b>◆T1 Exam</b> <b>◆T1 Exam (SPED)</b>
November 6, 2008	2-5	<b>◆T2 Practice Exam #1</b>
November 19, 2008	2	<b>SBA T2 #1;</b> Subtraction with Regrouping
November 20, 2008	5	<b>SBA T2 #1;</b> Multiplication & Division Fractions <b>SBA T2 #1 (SPED);</b> Multiplication & Division Fractions
November 24, 2008	6	<b>SBA T2 #1;</b> Ratio, Proportion, Percent, and Probability
November 26, 2008	3	<b>SBA T2 #1;</b> Division <b>SBA T2 #1 (SPED);</b> Division

December 3, 2008	4	<b>SBA T2 #1; Fractions</b>
December 8, 2008	5	<b>SBA T2 #2; Fractions, Ratio and Percent</b> <b>SBA T2 #2 (SPED); Fractions, Ratio and Percent</b>
December 12, 2008	4	<b>SBA T2 #2; Decimals</b>
January 5, 2009	6	<b>T2 Practice Exam #2 (Re-administration)</b>
January 9, 2009	2	<b>SBA T2 #2; Money, Time &amp; Calendar</b> <b>SBA T2 #1 (SPED); Numbers to 1000 &amp; Addition</b>
	4	<b>SBA T2 #1 (SPED); Multiplication of Multi-digit Number / Understanding Division</b>
January 14, 2009	3	<b>SBA T2 #2; Fractions and Decimals</b> <b>SBA T2 #2 (SPED); Fractions and Decimals</b>
	6	<b>SBA T2 #2; Geometry and Spatial Reasoning/ Measurement</b>
January 15, 2009	6	<b>◆T2 Exam</b>
January 16, 2009	6	<b>◆T3 Practice Exam #1</b>
January 23, 2009	2	<b>SBA T2 #3; Fractions &amp; Probability</b> <b>SBA T2 #2 (SPED); Subtraction</b>
	5	<b>SBA T2 #3; Geometry and Measurement</b> <b>SBA T2 #3 (SPED); Geometry and Measurement</b>
	2-5	<b>◆T2 Practice Exam #2 (Re-administration)</b>
February 4-6, 2009	K-1	<b>◆Trimester 2 Block Assessment</b> <b>◆Trimester 2 Block Assessment (SPED)</b>
February 5, 2009	2	<b>SBA T2 #4; Multiplication &amp; Division</b> <b>SBA T2 #3 (SPED); Multiplication</b>
	3	<b>SBA T2 #3; Geometry</b> <b>SBA T2 #3 (SPED); Geometry</b>
	4	<b>SBA T2 #3; Measurement, Algebra, and Graphing</b> <b>SBA T2 #2 (SPED); Fractions and Decimals</b>
	5	<b>SBA T2 #4; Integers</b> <b>SBA T2 #4 (SPED); Integers</b>
February 6, 2009	2-5	<b>◆T2 Exam</b> <b>◆T2 Exam (SPED)</b>
February 9, 2009	6	<b>SBA T3 #1; Algebra-Expressions and Equations</b>
February 10, 2009	2-5	<b>◆T3 Practice Exam #1</b>
February 20, 2009	3	<b>SBA T3 #1; Data, Graphing and Probability</b>
February 23, 2009	6	<b>◆T3 Practice Exam #1 (Re-administration)</b>
February 25, 2009	2	<b>SBA T3 #1; Geometry</b>

		<b>SBA T3 #1 (SPED);</b> Geometry
February 27, 2009	4	<b>SBA T3 #1 (SPED);</b> Algebra and Graphing
	3	<b>SBA T3 #1 (SPED);</b> Data, Graphing and Probability
March 3, 2009	4	<b>SBA T3 #1;</b> Geometry
March 6, 2009	5	<b>SBA T3 #1;</b> Geometry and Coordinate Plane <b>SBA T3 #1 (SPED);</b> Geometry and Algebra
	6	<b>SBA T3 #2;</b> Statistics
March 9, 2009	6	<b>◆T3 Exam (#1-25)</b>
March 10, 2009	6	<b>◆T3 Exam (#26-50)</b>
March 12, 2009	2-5	<b>◆T3 Practice Exam #2 (Re-administration)</b>
March 13, 2009	3	<b>SBA T3 #2;</b> Measurement <b>SBA T3 #2 (SPED);</b> Measurement
	2	<b>SBA T3 #2;</b> Data & Graphing <b>SBA T3 #2 (SPED);</b> Fractions and Probability
April 21, 2009	4	<b>SBA T3 #2;</b> Probability
	5	<b>SBA T3 #2;</b> Analyze Data & Making Graphs
April 22, 2009	2	<b>SBA T3 #3;</b> Measurement
	5	<b>SBA T3 #2 (SPED);</b> Data and Graphs
	4	<b>SBA T3 #2 (SPED);</b> Geometry and Probability
	3	<b>SBA T3 #3;</b> Money and Time <b>SBA T3 #3 (SPED);</b> Money and Time
April 23, 2009	2-5	<b>◆T3 Exam, #1-25</b> <b>◆T3 Exam (SPED), #1-25</b>
April 24, 2009	2-5	<b>◆T3 Exam #26-50</b> <b>◆T3 Exam (SPED), #26-50</b>
May 8, 2009	4	<b>SBA T3 #3 (SPED);</b> Algebra Review
	2	<b>SBA T3 #3 (SPED);</b> Money and Measurement
May 6-8, 2009	K-1	<b>◆Trimester 3 Block Assessment</b> <b>◆Trimester 3 Block Assessment (SPED)</b>
<b>May 11-22</b>	<b>2-5</b>	<b>CST</b>

Table 4: 2008-2009 7-8 Assessment Calendar

<b>DATE</b>	<b>GR</b>	<b>ASSESSMENT</b>
August 27, 2008	7	Quiz: 1-1, 1-2, 1-3, 1-4, 1-5
September 3, 2008	8	Quiz: 1-1, 1-2, 1-3, 1-4, 1-5, 1-6

September 4, 2008	7-8	Chapter 1 Test
September 9, 2008	8	Quiz: 2-1, 2-3
September 17, 2008	7	Quiz: 2-1, 2-2, 2-3, 3-1, 3-2
	8	Quiz: 2-4, 2-5, 2-6, 2-7, 2-8
September 18, 2008	8	Chapter 2 Test
September 24, 2008	8	Quiz: 2-9, 3-1, 3-2, 3-3
October 2, 2008	8	Quiz: 3-4, 3-5, 3-7, 3-9, 3-10, 3-11
October 3, 2008	7	Chapter Test: 3-7, 4-2, 4-4, 4-7, 4-8, 4-9, 5-9
	8	Chapter 3 Test
October 8, 2008	8	Quiz: 4-2, 4-3
October 13, 2008	8	Chapter 4 Test
October 17, 2008	7-8	<b>◆ District Quarter I Assessment</b>
October 22, 2008	8	Quiz: 5-1, 5-2
October 27, 2008	8	Chapter 5 Test Part 1 (sections 5-1 to 5-5)
October 31, 2008	7	Chapter Test: 5-2, 6-2, 6-3, 6-5, 6-6, 6-8, 6-9
November 5, 2008	8	Chapter 5 Test Part 2
November 12, 2008	8	Quiz: 6-1, 6-2
November 21, 2008	8	Chapter 6 Test
December 12, 2008	7	Chapter Test: Equation & Inequality
	8	Chapter 7 Test
January 12, 2009	8	<b>◆ District Quarter II Assessment</b>
January 16, 2009	7	<b>◆ District Quarter II Assessment</b>
January 22, 2009	8	Quiz: 8-1, 8-2, 8-3, 8-5
January 23, 2009	8	Chapter 8 Test
January 28, 2009	8	Quiz: 9-1, 9-3, 9-4
January 30, 2009	7	Quiz: 1-10, 8-2, 8-3, 8-4
February 4, 2009	8	Quiz: 9-5, 9-6
February 5, 2009	8	Chapter 9 Test
February 10, 2009	8	Quiz: 11-1, 11-3
February 21, 2009	8	Quiz: 12-4, 13-1, 13-2, 13-4, 13-3
March 2, 2009	8	Chapter 13 Test Part 1 (sections 12-4, 13-1 to 13-4)
March 12, 2009	8	Chapter 10 Test Part 1 (section 10-1 to 10-4)
April 17, 2009	7-8	<b>◆ District Quarter III Assessment</b>
April 22, 2009	8	Quiz: 10-7, 10-8
April 23, 2009	8	Chapter 10 Test

May 20, 2009	8	Quiz: 11-2, 11-4
May 29, 2009	8	Chapter 11 Test
June 8, 2009	8	Chapter 13 Test
June 19, 2009	7-8	◆ District Quarter IV Assessment

### 6. *Understanding and Use of Data*

Teachers utilize data sources to analyze local and state assessments to inform math instruction and progress toward district goals. In addition, school sites provide teachers with their students' English Proficiency level in the four domains of language proficiency to consider when analyzing academic content data during collaborative meetings. Table 5 outlines specific action steps for data analysis meetings.

Table 5: Math Data Analysis Timeline 2008-2010

Specific Action	Person(s) Responsible/ Timeline	Estimated Cost/ Funding Source	Completed
Facilitate grade level teacher collaborative meetings with a structured and common protocol using existing meeting structures. <ul style="list-style-type: none"> <li>• State Assessments: <ul style="list-style-type: none"> <li>○ CST</li> <li>○ CELDT</li> </ul> </li> <li>• Local Assessments: <ul style="list-style-type: none"> <li>○ weekly assessment – to inform instruction</li> <li>○ standards-based assessment- spiral review (problem of the day/ small group instruction/intervention</li> <li>○ trimester assessment- progress towards District and school goals / intervention</li> </ul> </li> </ul>	Principals: Trimester Collaboration Meetings: November 2008 February 2009 April 2009	QEIA/HPSG /Site Title I @ \$140 per teacher for sub release	Nov. ✓ Feb. April
Create data forms and data meeting protocols	Principals, IS: Sept. 2008	N/A	✓
Use district data protocol during collaborative meeting times	Principals: Trimester Collaboration Meetings: November 2008 February 2009 April 2009	QEIA / HPSG funding @ \$140 per teacher for sub release	Nov. ✓ Feb. April
Determine and list evidence that will be collected to demonstrate implementation of plan and progress toward district math goals.	IS, Principals: October, 2008	N/A	✓
Calendar trimester principal/ superintendent, deputy superintendent and /or director of academic improvement trimester data meetings with each school principal.	Deputy Superintendent: December, 2008 February, 2009	N/A	✓

	April, 2009		
Principals share trimester results and next steps at cabinet and Board meetings.	Principals: December, 2008 February, 2009 April, 2009	N/A	
Superintendent provides Board with progress towards student achievement goals in math.	Superintendent: January, 2009 April, 2009 June, 2009	N/A	

### 7. *Professional Development*

A majority of administrators and teachers have completed AB430/AB472 Mathematics training in the current adoption. It is anticipated that 100% of all staff will participate in AB 430/ AB472 training in the summer of 2009. With the new adoption, training will be mandatory for all teachers and administrators.

Table 6: Math Professional Development Timeline

<b>Specific Action</b>	<b>Person(s) Responsible / Timeline</b>	<b>Estimated Cost /Funding Source</b>	<b>Completed</b>
<b>AB 430 Principals / AB 472 Teachers</b> <ul style="list-style-type: none"> <li>• Interview and select AB 430/ AB 472 providers</li> <li>• Schedule AB 430 / AB 472 training for all staff</li> <li>• Ensure that all teachers and administrators are trained</li> <li>• Develop a data base to track completion of all staff</li> <li>• Develop a protocol to ensure that all new staff receive training on an on-going bases</li> </ul>	Coordinator of Staff Development: February 2009 All teachers: Summer 2009	AB 430/472 state funding @ 2,100 per teacher / school QEIA/HPSG /Title I corrective action (\$200,000)	Training Scheduled ✓
<b>Swun Math</b> <ul style="list-style-type: none"> <li>• Understand the Lesson and Beyond the Basic Facts Structure</li> <li>• Use math pacing chart</li> <li>• Administer assessments</li> <li>• Use assessment results to improve instruction</li> <li>• Instructional Strategies               <ul style="list-style-type: none"> <li>○ Automaticity of Basic Facts</li> </ul> </li> </ul>	Swun consultants, Director of Academic Improvement: 2008-2009 School Year  Swun Professional Development Training:	\$300,000 /Staff Development Block grant	Aug. 08 ✓ Nov. 08 ✓ Feb. 09 April 09 Aug. ✓

<ul style="list-style-type: none"> <li>○ Student Engagement <ul style="list-style-type: none"> <li>▪ Active participation: i.e.: think-pair-share, wait time, equity sticks*</li> <li>▪ Reaching Consensus</li> </ul> </li> <li>○ Oral Presentation &amp; Note-taking <ul style="list-style-type: none"> <li>▪ Use of sentence frames based on English Proficiency levels*</li> <li>▪ Embedding academic vocabulary*</li> </ul> </li> <li>• Common conceptual problem solving and operational strategies</li> </ul> <p>(*Differentiation Strategies for High Priority Students)</p>	<p>August 2008 November 2008 February 2009 April 2009</p> <p>Swun Consultant Teacher Coaching: once a month</p>		
<p><b>Additional training</b></p> <ul style="list-style-type: none"> <li>• Using district established protocol to conduct grade level data meetings</li> <li>• Accessing and utilizing data to inform instruction and monitor student progress</li> <li>• Establishing a continuous improvement cycle</li> <li>• Setting SMART goals</li> <li>• Conducting effective classroom walkthroughs</li> <li>• Coaching math instruction</li> <li>• Conducting Mathematics Learning Walks</li> </ul>	<p>Principals: Collaborative Meetings: November 2008 ✓ February 2009 April 2009</p> <p>Principals/SDS/teachers September – October 2008</p> <p>Principals/SDS/teachers September 2008- May 2009</p>	<p>N/A</p> <p>N/A</p>	<p>Protocol ✓</p> <p>Utilizing ✓ accessing data</p> <p>Goals ✓</p> <p>Coaching ✓</p> <p>Class ✓ Walk- throughs</p> <p>Imp. Cycle</p> <p>Learning Walks</p>

8. *Intervention*

Elementary teachers provide students with 30 minutes of daily math facts instruction; this is in addition to the 60 minutes of daily math instruction. Once students reach proficiency with their facts, teachers use this extra 30 minutes to provide students with small group intervention to review and provide extra support to students struggling with key math concepts.

Currently all schools provide struggling students with additional support in math daily. Students receive a variety of support from a pull out work session with math staff development specialists during the day to an after or before school intervention period of small group instruction on facts and math concepts by grade level. In addition, students in the 7-8th grade who are far below and below basic receive an extra period of math intervention daily through Compass Learning.

An extended school year is offered to students not yet proficient. They receive additional support with math facts and math concepts during intersession.

Refer to RtI section regarding specific actions for future implementation (pg. 27).

## **Part 2: English Language Arts**

The NCLB target for 2008-2009 is 46% of the students in grades 2-8 will score proficient or advanced levels on the CST. In order to reach the NCLB AYP targets, the Lennox School District has established district-wide measurable goals based on California proficiency levels.

During the 2008-2009 school year, students in grade 2<sup>nd</sup>-8<sup>th</sup> will improve English Language Arts achievement as measured by growth on the CST results as compared to the 2007-2008 school year.

- Students at Far Below Basic will move to Below Basic in one year.
- Students at Below Basic will move to Basic in one year.
- Students at Basic will increase 25 scaled score points in one year.
- Students at Proficient or Advanced Proficient will maintain proficiency.
- No student will regress.

AMAO 3 data indicates that for the last five years the Lennox English Learner (EL) student subgroup has increased achievement in English Language Arts (ELA) above the rate of the EL subgroup statewide. However, the District fails to meet AMAO 3 in English Language Arts. In analyzing the sub-scores of both CST and CELDT, reading comprehension is one of the lowest skill areas. Upon further study of the CST ELA performance data for EL students considered to be proficient on the CELDT, the majority of these students are mainly clustered at the basic level on CST. Approximately 80% of the district's EL students do not reach proficiency on the CELDT. These students lack English and comprehension skills. Students with disabilities are displaying similar results. Therefore, implementation of the core curriculum for ELA will include a focus on English language development, frontloading, academic vocabulary and reading comprehension.

### **1. *Instructional Materials***

In 2004 the district adopted Houghton-Mifflin Language Arts for grades K-5 and Holt Language Arts for grades 6-8. Both the District Assistance Intervention Team (DAIT) and William's Compliance teams certified there are adequate core materials in every classroom and for every student. However, there are varying degrees of implementation at the elementary level. The DAIT team's review of the APS results, classroom observations and interviews determined that implementation of Houghton-Mifflin ranged from "some" to "partial". The implementation of Holt is stronger at the middle school and ranges from "partial" to "full". Full implementation of the core program is critical. Therefore, SBE-adopted English Language Arts materials will be fully implemented.


Table 7: Timeline for 2009-2010 English Language Arts Textbook Adoption

Specific Action	Person(s) Responsible / Timeline	Estimated Cost/ Funding Source	Completed
Identify teachers and administrators to serve on the ELA/ELD Adoption Committee (EAC)	Instructional Services Staff - February 2009	\$25,000/ Title II Part A/General funds	
EAC review of California State Framework for ELA/ELD.	February 2009		
EAC review of California approved ELA/ELD materials	March 2009		
EAC debrief of the approved materials and establish local criteria based on district ELA/ELD achievement, demographics, district, teacher characteristics, etc.	March 2009		
EAC narrow selection options	September 2009	▼	
EAC develop protocol for review and pilot	September 2009	N/A	
EAC pilot of materials	October –November 2009	N/A	
EAC public display of materials	January 2010	N/A	
EAC recommendation to Superintendent for Board adoption	January 2010	N/A	
Public Hearing	January 2010	N/A	
Board Approval with funding recommendations	February 2010	N/A	
Purchase materials	February 2010	\$1,000,000 +/- IMF- Lottery	
Distribution of materials to teachers	June 2010	N/A	

## 2. *Instructional Strategies*

To assist teachers in the implementation of the ELA core curriculum, with appropriate adaptations for high priority students the current district focus on embedding academic vocabulary and using sentence frames for oral and written language in math will carry over and adapted in English Language Arts. Additionally, reading comprehension strategies will be emphasized.

Table 8: English Language Arts Instructional Strategies

Specific Action	Person(s) Responsible/ Timeline	Estimated Cost/ Funding Source	Completed
Teachers will use scaffolding strategies in Listening, Speaking, Reading and Writing during ELD, Language Arts and other content areas with an emphasis on academic vocabulary and sentence frames.	IS/Grant English Learner coach/ Principals: Buford / Huerta: October 2008 –June 2010	AB 2117/ HPSG /School EIA funds	✓
Teachers will focus the following reading comprehension areas: <ul style="list-style-type: none"> <li>• Inference/Drawing Conclusions</li> <li>• Classifying/Categorizing/Main Idea</li> <li>• Sequence and Cause/Effect</li> <li>• Fact/Opinion &amp; Author’s Purpose</li> <li>• Compare/Contrast</li> <li>• Point of View</li> </ul>	ELA SDS/Consultant/ IS/Principals: Buford / Huerta: September 2008-June 2009		✓
All teachers will integrate the use of academic vocabulary and sentence frames during English Language Arts.	Buford / Huerta Teachers: January 2009	N/A	
Teachers will use the district developed Reading Comprehension Resource Guide based on current SBE-adopted/approval materials.	ELA SDS/Consultant/ IS/Principals/Teachers: September 2008-June 2010	N/A	

**3. Instructional Time**

The minutes mandated for English Language Arts instruction are:

- Kindergarten 60 minutes daily
- Grades 1-3 2.5 hours daily
- Grades 4-5 2 hours daily
- Grades 6-8 60 minutes / one period

**4. Pacing**

The district is developing a pacing chart that links SBE-adopted materials to reading comprehension strategies. This pacing chart will be distributed to staff.

## 5. *Assessment*

Developmental Reading Assessment (DRA) is currently administered to students in grades K-5. Students in grades 6-8 are administered a standards-based reading comprehension assessment.

Table 9: English Language Arts Assessment

Specific Action	Person(s) Responsible/ Timeline	Estimated Cost/ Funding Source	Completed
District will research options for ELA benchmark assessments linked to CST	DAIT Providers/IS/ Principals/Teachers: Oct. 2008	Title I/EIA (\$5,000)	
Purchase/ create ELA benchmark assessments	DAIT Providers /IS/ EAC: November 2008	Title I / General Fund (\$37,000)	
Implement ELA benchmark assessments	IS/ EAC: - January 2009	N/A	

## 6. *Understanding and Use of Data*

Teachers utilize data sources to analyze local and state assessments to inform instruction. In addition, school sites provide teachers with their students' English Proficiency level in the four domains of language proficiency to consider when analyzing academic content data during collaborative meetings. Table 9 outlines specific action steps for data analysis meetings.

Table 10: Data Analysis Timeline 2008-2010

Specific Action	Person(s) Responsible/ Timeline	Estimated Cost/ Funding Source	Completed
Facilitate grade level teacher collaborative meetings with a structured common protocol using existing meeting structures. <ul style="list-style-type: none"> <li>• State Assessments: <ul style="list-style-type: none"> <li>○ CST</li> <li>○ CELDT</li> </ul> </li> <li>• Local Assessments: <ul style="list-style-type: none"> <li>○ Standards-based Assessment</li> <li>○ DRA Assessment</li> </ul> </li> </ul>	Principals: Trimester Collaboration Meetings: November 2008 February 2009 April 2009	N/A	Nov. Feb. April

Use district data protocol during ELA/ELD collaborative meeting times.	Principals: Trimester Collaboration Meetings: November 2008 February 2009 April 2009	N/A	Nov. Feb. April
Determine and list evidence that will be collected to demonstrate implementation of plan and progress toward district English Language Arts goals.	Instructional Services, Principals: October, 2008	N/A	
Calendar trimester principal/ superintendent, deputy superintendent and /or director of academic improvement meetings with each school principal.	Deputy Superintendent: November 2009-April 2010	N/A	
Principals share student ELA/ELD progress and next steps at cabinet curriculum meetings.	Principals: April 2009 November, 2009 February, 2010 April, 2010	N/A	
Superintendent provides Board with progress toward student achievement goals in ELA/ELD.	Superintendent: April 2009 November, 2009 February, 2010 April, 2010	N/A	

### 7. *Professional Development*

60% of site administrators completed the full AB430 English Language Arts training. Teachers from 4 of the 5 elementary schools and both middle schools have completed AB472 training in the current adoption. This school year any teachers that have not yet been trained will be identified and scheduled for training during spring of 2009. With the new adoption, training will be mandatory for all teachers and administrators.

Table 11: Professional Development Timeline

Specific Action	Person(s) Responsible / Timeline	Estimated Cost /Funding Source	Completed
<b>AB 430 Principals / AB 472 Teachers</b> <ul style="list-style-type: none"> <li>Interview and select AB 430/ AB 472 providers</li> <li>Schedule AB 430 /AB 472 training for all staff new to the district, 2 new middle school principals, English Language Arts teachers for the 2008-2009 school year.</li> <li>Ensure that all teachers and administrators are trained</li> <li>Develop a data base to track completion of all staff</li> </ul>	Coordinator of Staff Development: October 2008-February 2010	AB 430/472 state funding @ 2100 per teacher (\$50,000) School QEIA/HPS	

<ul style="list-style-type: none"> <li>Develop a protocol to ensure that all new staff receive training on an on-going bases</li> </ul>		G /Title I /Title III (\$300,000)	
Provide training on reading comprehension modules to teachers and literacy staff development specialists.	Consultant/ English Learner coach/ Buford / Huerta: October 2008- June 2009	AB 2117 Grant Funding (\$20, 000 consultant) & 24 subs per day for 6 days (\$20,000)	✓
Pilot the reading comprehension strategies/skills modules.	Consultant/ English Learner coach/ Buford / Huerta: October 2008- June 2009	N/A	✓
Provide professional development training on Frontloading English Language Instruction for State Adopted materials	IS/Consultants: July-August 2009	Staff Dev. block Grants/ EIA/ Title III/ (\$ 300,000)	
Design an integrated Reading Comprehension Resource Guide based on SBE-adopted/approval materials.	IS/Consultants: July-August 2009	↓	
Create professional development modules on each reading comprehension area.	IS/Consultants: July-August 2009		
<b>Additional training</b> <ul style="list-style-type: none"> <li>Using district established protocol to conduct grade level data meetings</li> <li>Accessing and utilizing data to inform instruction and monitor student progress</li> <li>Conducting effective classroom walkthroughs</li> <li>Coaching English Language Arts instruction</li> </ul>	Principals: November 2008- June 2010	School QEIA/HPS G/Title I/ Title II part A	

### 8. *Intervention*

In the classroom, elementary teachers provide students with small group instruction during *universal access* time. Currently identified students receive extra support in English Language Arts through a pull out model. An extended school year is offered to students not yet

proficient. These students receive additional support with decoding, fluency and reading comprehension during intersession. Refer to RtI section regarding specific actions for future implementation (pg. 27).

### **Part 3: English Language Development**

The 2008-2009 school year NCLB AMAO 1 target is 51.6%, AMAO 2 target is 30.6% and AMAO 3 target is 46%. In order to reach AMAOs targets, the Lennox School District has established district-wide achievement goals in English Language Development.

During the 2008-2009 school year, English Learners will move one proficiency level as measured by the 2008-2009 CELDT results.

During the 2008-2009 school year, English Learners, who have attended Lennox schools for five or more consecutive years, will achieve English language proficiency (Early Advanced / Advanced with no sub-score less than Intermediate level) as measured by the 2008-2009 CELDT results.

The demographic profile of the Lennox School District is composed of approximately 90% Latino students. Many of the students come from immigrant families with low Social Economic Status (SES) and limited English skills. Lennox School District currently has a population of 65% English Learners.

Students are not consistently receiving differentiated instruction in English Language Development. Due to the lack of differentiated ELD and content area instruction and materials, students remain at the Intermediate level, failing to show progress in ELD reading and writing. This results in low ELA CST achievement. The goal is to work system-wide to ensure a strong foundation in ELD to accelerate progress toward English Proficiency.

#### ***1. Instructional Materials***

In 2004 the district adopted Rigby for English Language Development (ELD) in grades K-5 and Hampton Brown for ELD in grades 6-8. The DAIT team's findings indicate that there are varying degrees of implementation at the schools. Full implementation of the core program is critical. Therefore, SBE-adopted English Language Development materials will be fully implemented. The process of the 2010 ELA/ELD adoption will begin in January 2009 (see table 11).

#### ***2. Instructional Strategies***

Teachers will include strategies to teach academic vocabulary and sentence frames in ELD instruction. Additionally, strategies for ensuring active student engagement will be used. Teachers will use these strategies to increase student use of English in oral and written work to improve CELDT reading and writing scores and move more students beyond the Intermediate level.

Table 12: Instructional Strategies 2008-2010

Specific Action	Person(s) Responsible/ Timeline	Estimated Cost/ Funding Source	Completed
Create task force of Staff Development Specialists to unpack ELD Standards.	ELA/ELD SDS/IS /DAIT providers: Dec 2008 – January 2009	EIA/Title III (\$ 50,000)	
Unpack and select essential ELD standards in reading and writing based on CELDT blueprints for Intermediate proficient students.	ELA/ELD SDS/IS /DAIT providers: Dec 2008 – January 2009	↓	
Based on unpacked standards, task force of Staff Development Specialists will create scope and sequence for ELD in four domains – listening, speaking, reading, writing – for all grade levels.	ELA/ELD SDS/IS/DAIT providers: Jan – March 2009	↓	
Use scope and sequence, along with student needs, to guide adoption of ELA/ELD materials.	ELA/ELD SDS/IS/ DAIT providers: Feb - March 2009	N/A	

### 3. *Instructional Time*

The minutes mandated for ELD instruction are:

Kindergarten 30 minutes for ELD

Grades 1-8 45 minutes for ELD

### 4. *Pacing*

The district has identified essential standards and created an English Language Development (ELD) pacing plan for the current materials. After the adoption of the new ELD materials, a more comprehensive pacing plan for ELD will be completed guided by DAIT providers and external consultants and distributed to all instructional staff.

Table 13: ELD Pacing/Standards

Specific Action	Person(s) Responsible/ Timeline	Estimated Cost/ Funding Source	Completed
Identify essential ELD standards	SDS / Coaches: May-June 2008	Title III (\$5,000)	✓
Create pacing plans for ELD utilizing current ELD materials and resources	SDS/Coaches: May-June 2008	↓	✓
Distribute essential ELD standards and pacing plans for the current ELD materials.	Instructional Services: August 2008	N/A	✓

### 5. *Assessment*

An ELD Progress Profile is completed for all English Learners at the end of every reporting period to track student progress in English Language Development. Table 14 outlines specific activities to enhance assessment of ELD. After the adoption of the new ELD materials, a more comprehensive assessment system plan for ELD will be completed guided by DAIT providers and external consultants.

Table 14: ELD Assessment

Specific Action	Person(s) Responsible/ Timeline	Estimated Cost/ Funding Source	Completed
Create benchmark assessment in reading and writing for Intermediate proficient students at grades 4-5.	ELA/ELD SDS/IS/DAIT providers: January – March 2009	EIA/Title III (\$ 50,000)	

### 6. *Understanding and Use of Data*

While some teachers know their students' overall CELDT levels, there is little understanding of specific student proficiency levels in the four domains: listening, speaking, reading and writing. The focus of this area is to increase teacher understanding of the domain scores, how they relate to the ELD profile, and how to use these two data sources to inform instruction of the English Language and across all content areas.

Table 15: Data Analysis Timeline 2008-2010

Specific Action	Person(s) Responsible/ Timeline	Estimated Cost/ Funding Source	Completed
Student language proficiency levels in all domains will be provided to teachers.	ELA/ELD SDS/IS /Principals: January 2009	N/A	✓
Use district data protocol during ELA/ELD collaborative meeting times.	Principals/Teachers: November 2008 – June 2010	Schools QEIA/EIA / District Title III/ title II part A (\$100,000)	
Facilitate meeting with principals to determine what evidence will be collected to demonstrate implementation of plan and progress towards district English Language Development goals.	IS/Principals: 2008-2009	N/A	
Calendar trimester principal/ superintendent, deputy superintendent and /or director of academic improvement meetings with each school principal.	Deputy Superintendent: March 2009	N/A	

Principals share student ELD progress and next steps at cabinet curriculum meetings.	Principals: April 2009	N/A	
Superintendent provides Board with progress toward student achievement goals in ELD.	Principals: April 2009	N/A	

### 7. *Professional Development*

Teachers of ELs will receive training on strategies specifically targeted to English Learners. Increased Language Development Instruction will lead to higher English Language Proficiency and improved English Language Arts achievement. Additionally, teachers who have been trained in the SB 472 ELA Professional Development will receive SB 472 EL Professional Development.

Table 16: Professional Development for Principals and Teachers

Specific Action	Person(s) Responsible/ Timeline	Estimated Cost /Funding Source	Completed
Because the majority of intermediate students are at the middle school level, Language Arts and Language Development teachers at grades 6-8 who have attended SB 472 will participate in ELPD training this school year; furthermore teachers who have students at the intermediate level of proficiency will be identified in order to track progress of their students in Reading and Writing based on the CELDT results.	Lennox Middle School ELA/ELD SDS/IS/Consultants/Principals/Paraprofessionals/ Teachers: July- August 2009	Title III/EIA School EIA/ title II part A (\$300,000)	
Principals, SDSs, instructional coaches, teachers and paraprofessional will receive training on active student participation and engagement.	IS /Principals: January 2009		
Principals and ELD teachers will receive training on calibrating ratings on ELD Progress Profiles with exemplars and anchor papers.	IS/Consultant/Principals/ Teachers: March 2009		
Training of the scope and sequence for ELD in four domains – listening, speaking, reading, writing.	IS/ Consultant/Principals: July- August 2009	↓	
Teachers will receive training in phonic instruction, phonemic awareness and fluency using Houghton Mifflin to support struggling readers.	IS/Grant English Learner coach/ Principals: Buford / Huerta: October 2008 –June 2010	AB 2117/ HPSG /School EIA funds	✓
Develop a protocol to ensure that all administrators, teachers and paraprofessionals who are new to the district receive training on the 2010 ELD/ELA adoption.	IS: October 2010		
<b>ELPD Principals / Teachers</b> <ul style="list-style-type: none"> <li>• Interview and select ELPD providers</li> <li>• Schedule ELPD training for all teachers and administrators who</li> </ul>	Coordinator of Staff Development: October 2008-February 2010	AB 430/472 state funding @ 2100 per	

<ul style="list-style-type: none"> <li>have completed AB430/472</li> <li>Middle school English Language Arts teachers will receive priority</li> <li>Ensure that all teachers and administrators complete training requirements</li> <li>Develop a data-base to track completion of all staff</li> <li>Develop a protocol to ensure that all new staff receive training on an on-going bases</li> </ul>		teacher (\$50,000) School QEIA/HPS G /Title I /Title III (\$300,000)	
<b>Additional training</b> <ul style="list-style-type: none"> <li>Using district established protocol to conduct grade level data meetings</li> <li>Accessing and utilizing data to inform instruction and monitor student progress</li> <li>Conducting effective classroom walkthroughs</li> <li>Coaching English Language Development instruction</li> <li>Conducting English Language Development Learning Walks</li> </ul>	Principals: November 2008 – June 2010	N/A	

8. *Interventions*

The following table outlines current interventions to support EL students.

Table 18: Current Interventions

Specific Action	Person(s) Responsible/ Timeline	Estimated Cost /Funding Source	Completed
<b>ELD: After School Intervention Program for Long-Term English Learners</b> The English Language Development (ELD) Intervention Specialist implements the strategic after-school intensive intervention program for program tailored to students grades 3-6 who have been enrolled in our district at least 4 years and have made limited progress in ELD.	ELD Intervention Specialist/Grant Evaluator/selected teachers: 2008-2011	\$1,000,000 / Weingart Foundation	
<b>Intersession with a Reading Comprehension Focus:</b> To increase student achievement of a targeted group of English Learner (EL) students on the upcoming California Standards Test (CST) exam, the district will hire a consultant specializing in reading comprehension. To train staff to teach a focused intervention in reading comprehension called Reading Comprehension Skills: Aligning the Language of Instruction with the Language of Assessment to include the following: <ul style="list-style-type: none"> <li>Academic Vocabulary</li> <li>Frontloading (Use of sentence stems)</li> </ul>	ELA/ELD Staff Development Specialist/Instructional Services/staff/principals/co nsultant 2008-2010	Intersession funds/ Title I/EIA school centralized funding/ Title III (\$100,000)	

### Section 3: Meeting the Needs for Priority Students

While priority students receive core instruction appropriately differentiated for their needs, additional programs and processes are needed to ensure their academic success. The following section describes programs for high priority students: English Learners, Students with Disabilities, and students scoring below grade level.

#### **Part 1: Programs for English Learners**

To ensure the Structured English Immersion (SEI), Alternative (e.g., Transitional Bilingual Education, Dual Language Immersion, if requested and deemed feasible), and English Language Mainstream (ELM) programs are available for English Learners, the District will form an EL Committee of teachers and administrators. This committee with the assistance of a DAIT provider will review the research of effective instructional programs for English Learners and develop research-based program models for SEI, AP, and ELM in the district (see table 16). These models will then inform the revision of the district EL Master Plan that will guide instruction for English Learners.

Table 19: Programs for English Learners

Specific Action	Person(s) Responsible/ Timeline	Estimated Cost /Funding Source	Completed
District existing EL Committee will review current research on characteristics of instructional programs for ELs with the assistance of DAIT Providers and will develop appropriate models.	DAIT Provider/EL Committee Members: August 2008- May 2009	EIA/Title III (\$50,000)	
Based on the review of research, the EL Committee will recommend specific program structures, program model (e.g., time allocations, language, teacher use of language, entry/exit/reclassification criteria, assessments, etc.) for approval by Board with the assistance of DAIT Providers.	DAIT Provider/ EL Committee Members: May 2009	N/A	
Revise district EL Master Plan based on the recommended specific program structures with the assistance of DAIT providers,	DAIT provider/ EL Committee members: Nov. 2008 – Dec. 2009	EIA/Title III (\$50,000)	

#### **Part 2: Tiered Interventions Process / Structure (Response to Intervention)**

Response to Intervention is a dynamic process that demands staff working collaboratively to develop and continually refine an integrated system of instruction and intervention that is guided by student outcome data. The Lennox School District is committed to developing a common framework of support so that no child is left behind. The schools will adapt this framework to the particular talents of its staff and the needs of their students.

Table 20: Intervention Needs Assessment

Specific Action	Person(s) Responsible/ Timeline	Estimated Cost /Funding Source	Completed
Submit current grade level schedules reflecting common time frames for ELA/ELD/Math instruction.	IS/Principals: October 2008	N/A	✓
Analyze school schedules to establish support for tiered intervention and coaching opportunities.	IS/ Principals: October 2008	N/A	
Submit current intervention programs and identified students.	IS/ Principals: October 2008	N/A	✓
Determine efficacy of current intervention programs (materials, strategies, assessment, and entering and exiting criteria matched to students needs) with support of DAIT providers.	Principals/ IS/ DAIT providers: November 2008	Title I Corrective Action (\$ 30,000)	
Research will begin for an appropriate K-2, 3-5, 6-8 intervention programs; the goal is to implement programs for the 2009-2010 school year with the support of the DAIT providers.	Principals/ IS/ DAIT providers: November 2008	N/A	
District will refine the current RtI structure.	Principals/IS/DAIT providers: January 2009	Title I LEA Program Improvement (\$50,000)	
District will pilot revised RtI model.	Principals/IS/DAIT providers: January 2009		
District will determine the effectiveness of the pilot RtI model.	Principals/ SDS/IS/DAIT providers: January 2009-Aug 2009		
District will create a district-wide RtI model to include materials, assessment and monitoring system delineating core, strategic and intensive interventions with support of DAIT providers.	Principals/SDS/IS/ DAIT provider: August 2009		
District will recommend RtI model for approval by the Board.	Superintendent: 2009-2010		
District will adopt and implement an RtI model.	District-wide: 2009-2010		
A plan for implementation and professional development for adopted RtI model is created.	Principals/SDS/IS/DAIT provider: 2009-2010		
District-wide training for all staff on adopted RtI model.	Principals/SDS/IS/DAIT provider: 2009-2010	▼	

## Section 4: Special Education

Given that students with disabilities are one of the statistically significant subgroups, the following plan of implementation addresses their needs in the area of reading.

Table 21: Current ELA Intervention for Students with Disabilities

<p><b>Special Education Reading Intervention: LANGUAGE!</b>                  implementation will begin at the elementary schools in the special education classrooms (RSP and SDC) grades 3-5. LANGUAGE! implementation will continue in grades 6,7, and 8. All teachers will be provided with support and professional development at their level as they begin or continue to teach LANGUAGE!</p>	Instructional Services / Special Education support staff staff/principals: 2008-2010	Title I LEA Program Improvement /IDEA Staff Development (\$30,000)
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### LANGUAGE! Implementation and Support Plan

	Elementary: Beginning implementation	Middle School: On-going Implementation
<b>Grades/Program</b>	<ul style="list-style-type: none"> <li>• 3-5 RSP/SDC</li> </ul>	<ul style="list-style-type: none"> <li>• 6-8 RSP/SDC</li> </ul>
<b>Training</b>	<ul style="list-style-type: none"> <li>• Initial training for teachers new to Language!.</li> <li>• Follow-up mini-lessons/modeling provided by L! consultant (Joanne Allain), program specialist (Cathy Waller), and district special education coach (Erin Smith)</li> </ul>	<ul style="list-style-type: none"> <li>• Initial training for teacher new to Language!</li> <li>• Follow-up mini-lessons/modeling provided by L! consultant (Joanne Allain), program specialist (Cathy Waller), and district special education coach (Erin Smith)</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>• 6 all day group meetings per year with Language! consultant, program specialist and district special education coach</li> <li>• Weekly support provided by program specialist and district special education coach as needed</li> <li>• 4 L! classroom visitations per year per teacher done by L! consultant with individual feedback meetings following visitations</li> <li>• Data Analysis to occur during L! group meetings</li> </ul>	<ul style="list-style-type: none"> <li>• 3 all day group meetings per year with Language! consultant, program specialist and district special education coach</li> <li>• Weekly support provided by program specialist and district special education coach</li> <li>• 3 L! classroom visitations per year per teacher done by L! consultant with individual feedback meetings following visitations</li> <li>• Data Analysis meetings once a month</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• DIBELS benchmark assessments 3x/ yr.</li> <li>• Pre/post tests- L! placement tests</li> <li>• On-going progress monitoring: L! Content Mastery tasks</li> <li>• Summative Assessments (end of book tests)</li> </ul>	<ul style="list-style-type: none"> <li>• DIBELS benchmark assessments 3x/ yr. (plan to re-implement)</li> <li>• Pre/post tests- L! placement tests</li> <li>• On-going progress monitoring: L! Content Mastery tasks</li> <li>• Summative Assessments (end of book tests)</li> </ul>
<b>Instructional Time</b>	<ul style="list-style-type: none"> <li>• 60 minutes per day</li> <li>• Complete a minimum of one book per year</li> </ul>	<ul style="list-style-type: none"> <li>• 60 minutes per day</li> <li>• Complete a minimum of one book per year</li> </ul>

<b>Accountability</b>	<ul style="list-style-type: none"> <li>• Provide principals with data and brief written summaries of progress at monthly Curriculum Cabinet</li> <li>• L! consultant to provide 3 written reports per year analyzing implementation</li> <li>• Program specialist and district special education coach to assist teachers on a regular basis with data collection/analysis and implementation</li> <li>• Provide Board members with data and brief written summaries of progress throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Provide principals with data and brief written summaries of progress at monthly Curriculum Cabinet</li> <li>• L! consultant to provide 3 written reports per year analyzing on-going implementation</li> <li>• Program specialist and district special education coach to assist teachers on a regular basis with data collection/analysis and implementation</li> <li>• Provide Board members with data and brief written summaries of progress throughout the year</li> </ul>
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The following table details programs that support students with disabilities.

Table 22: Programs for Students with Disabilities

Programs	Setting
<b>General Education</b>	Special Education students receive the maximum amount of time in general education, as stated in their Individualized Education Plan (IEP). Per the IEP, classes include ELA, Math, Science, Social Studies, PE, ELD, and Elective. Students are in General Education as part of watch and consult, co-teaching, and some attend with or without a para-educator. This is available for students in grades preschool – 8 at all schools.
<b>Resource Specialist Program</b>	Students in this program receive a maximum of 49% of their day in RSP. Students receive math and/or ELA. This is available for students in grades preschool – 8 at all schools. Special Education teachers and para-educators work together to support students. The IEP team determines language of instruction.
<b>Special Day Class</b>	Students in this program received a minimum of 51% of their day in SDC. Students receive math, ELA, science, and/ or social studies in SDC. This is available for students in grades pre-school- 8 at all schools. Special Education teachers and para-educators work together to support students. The IEP team determines language of instruction.
<b>Autism Program</b>	This is available for students in grades preschool – 5 <sup>th</sup> grade. This program is located at one elementary school in the District. Special Education teachers and para-educators work together to support students.
<b>Los Angeles County Office of Education</b>	A variety of programs are available through LACOE to provide services to students for which the District does not have programs, including Deaf and Hard of Hearing, Visually impaired, Emotionally Disturbed, etc. Adaptive P.E. services are provided to identified students. Special Education teachers and para-educators work together to support students.
<b>Non-Public Agencies</b>	A variety of non-public agencies provide additional support services to students in the District, including physical therapy, behavior modification, etc. Special Education teachers and para-educators work together to support students.
<b>Non-Public Schools</b>	A small number of students are enrolled in NPSs, when the IEP team decides this more restrictive setting would best meet the needs of the student. This is available for students in grades K-12. Special Education teachers and para-educators work together to support students.