

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • ACCESS regional administration participation in AB 75 training focus: <ul style="list-style-type: none"> - "Familiarity with state standards for all instructional team members and core subjects" • Identification of power standards in reading 3-12 • "Unwrapping" and "mapping" of power standards to support the creation of essential questions that will drive topics, instructional strategies, and use/selection of standards-based resources • ELA/ELD standards alignment through learning opportunities including the option of certification through the SB 395/AB 2913 program • Expanded use of standards-based materials by teachers • Monitor instruction through the use of teacher evaluation and reflection (CA Standards for the Teaching Profession) • Participation in subject matter institute (CRLA) • Participation in the Academy for Excellence (OCDE) • Participation in Secondary Academic Language Tools (SALT) institute on Writing Across the Curriculum • Staff development connected to California R/ELA framework distribution –as well as ELD alignment as a pathway to the ELA standards • Purchasing of state adopted ELA programs as well as 4-8 adopted intervention programs • Monthly teacher meetings around the CBL curriculum standards and strategies – utilizing website and standards-based lesson plans • Participation in Secondary Schools Reading Grant "RISE" project • Participation in Reading Success Network • Participation in Project GLAD 2 day theory /4 day demo • Division-wide adoption of the Character Based Literacy 	<p>Director of Curriculum and Instruction</p> <p>Regional Administration</p> <p>Standards and Curriculum Committee</p> <p>EL/Literacy Committee</p> <p>Coordinator, Literacy</p> <p>Coordinator, Staff Development</p> <p>English Learner Advisory Committee</p> <p>Title I staff</p> <p>Special Education staff</p> <p>ACCESS Instructional staff</p> <p>CBL TOSA / Markkula Center staff</p> <p>Special Schools Instructional staff</p>	<p>Costs of:</p> <ul style="list-style-type: none"> • staff development • substitute teachers • training materials • purchase of standards-based materials • consultants • ICE grant (Instruction in Character Education) 	<p>In addition to General Fund expenditures, \$250,000</p>	<p>General Fund</p> <p>Staff Development Buy-Back</p> <p>Instructional Materials Fund (IMF)</p> <p>Title I Neglected and Delinquent</p> <p>IDEA, Special Education</p>

<p>Program (middle and high school program) in ELA meeting CA standards using selections from the CA Recommended Readings in Literature.</p> <ul style="list-style-type: none"> • Creation of the CBL Supplemental Support Document • D/HH program staff shall continue weekly collaboration meetings within the D/HH program in regards to content areas and student progress in reading 	<p>Coordinator, EL Special Schools Administrative staff</p>			
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<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • Teachers will select instructional materials from the State Adopted List (3-8) and/or aligned with state standards (9-12) from the Board adopted list as well as (4-8) intervention list • Continue to research and select standards-based instructional materials that have strong scientific research to support their efficacy –modifying and updating text order options to support use of standards aligned materials • Adoption of CBL materials and program design to support teaching of the ELA standards and cross curricular integration • Continue to provide on going professional development and coaching to teachers in providing high quality, standards-based and research supported reading instruction • ACCESS regional administration participation in AB 75 training focus: <ul style="list-style-type: none"> - "Direct and support... professional development activities for uniform instruction and materials use" - "Guide the full implementation of approved instructional program texts and materials" • ACCESS regional administration participation in monthly CBL administrative support and staff participation in monthly curriculum update meetings • Build reading instruction around the Six Features of Effective Instruction (Judith Langer et al. 2000) <ul style="list-style-type: none"> - students learn skills and knowledge in multiple lesson types - teachers integrate test preparation into instruction - teachers make connections across instruction, curriculum, and life - students learn strategies for doing the work - students are expected to be generative thinkers - classrooms foster cognitive collaboration • Continue to make available staff development to support implementation of High Point within ACCESS • Continue to make available staff development and materials to implement Language! within ACCESS 	<p>Curriculum and Instruction Staff</p> <p>Coordinator, Literacy</p> <p>Coordinator, Staff Development</p> <p>Coordinator, Instructional Technology</p> <p>Regional Administration</p> <p>Standards and Curriculum Committee</p> <p>EL/Literacy Committee</p> <p>English Learner Advisory Committee</p> <p>ACCESS Instructional staff</p> <p>Title I staff</p> <p>Special Education staff</p> <p>Special Schools Instructional staff</p> <p>Special Schools Administrative staff</p>	<p>Costs of:</p> <ul style="list-style-type: none"> • staff development • substitute teacher • training materials • purchase of standards-based materials 	<p>In addition to General Fund expenditures, \$430,000</p>	<p>General Fund</p> <p>IMF</p> <p>Title II</p> <p>Title V</p> <p>Title I Neglected and Delinquent</p> <p>IDEA, Special Education</p>

<ul style="list-style-type: none"> • Initiate pilot of Reading Horizons courseware throughout a variety of educational delivery systems within ACCESS and monitor the pilot to determine effectiveness. • Continue to provide staff development and on-going coaching in differentiating instruction for the diverse learner population' • Provide division-wide learning opportunity and materials necessary to support the implementation of Project GLAD across the curriculum • Utilize research-based instructional strategies that have been identified to most likely improve student achievement (Marzano, Pickering & Pollock) <ul style="list-style-type: none"> -identifying similarities and differences -summarizing and note-taking -reinforcing effort and providing recognition -homework and practice -nonlinguistic representations -cooperative learning -setting objectives and providing feedback -generating and testing hypotheses -cues, questions, and advance organizers • Adopt and implement High Point the state adopted reading intervention designed to support English Learners • Utilize the Support for Secondary Schools "RISE" modules to provide visual examples of teachers engaged in classroom instruction demonstrating standards-based scientifically research supported "best practices" • Provide 4 GLAD expert teachers to coach and model GLAD strategies across a variety of delivery systems • D/HH programs shall continue utilization of D/HH-adapted Direct Instruction: reading comprehension material which is a research supported reading program • D/HH program staff will continue Peer Notetaking services for mainstream D/HH classes • D/HH program staff made the conversion from "C-Print" to "Typewell," an electronic notetaking program • D/HH program shall continue providing professional development and coaching to D/HH teachers and other instructional staff in regards to Direct Instruction: Reading Comprehension 	<p>CBL TOSA / Markula Center staff</p> <p>Continued</p>	<p>Continued</p>	<p>Continued</p>	<p>Continued</p>
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> Utilize after-school programs for remediation using consistent systematic instruction research-based intervention options Include language arts focus within individual learning plans Implement remediation classes for CAHSEE reading and language arts Consider use of/opportunity for Saturday school D/HH programs shall continue providing all D/HH students with designated areas of need in reading/language one hour each of language and reading daily A D/HH CAHSEE English course has been designed and will continue to be offered every summer. ITP goals written for all D/HH students to include minimum 30 minutes reading at home, utilizing schools EBS library. 	<p>Regional administration</p> <p>ACCESS Instructional staff</p> <p>Coordinator, Literacy</p> <p>Title I staff</p> <p>Special Education staff</p> <p>21st Century staff</p> <p>Special Schools Instructional staff</p> <p>Special Schools Administrative staff</p>	<p>Materials for remediation classes</p>	<p>In addition to General Fund expenditures, \$350,000</p>	<p>General Fund</p> <p>Title I Neglected and Delinquent</p> <p>IDEA, Special Education</p> <p>21st Century Community Learning Centers grant</p> <p>CAHSEE Intensive Intervention grant</p>

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<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> Regional administration will participate in AB 75 training building capacity to "fully utilize technology for the purpose of student academic success" Continue to use (at currently licensed sites) New Century to assess, diagnose, and prescribe specific learning paths in reading at the sites previously licensed Continue to encourage use of Accelerated Reader software (Renaissance Learning) Distribute Reading Horizons courseware to 25 sites within ACCESS – provide a teacher to administer and monitor teacher use of the program and student achievement. Continue to encourage use of Inspiration software to support both teacher instruction and student text meaning construction in content areas and in writing Implement the use of United Streaming and Pwrpt to assist and support comprehension of various texts Continue student use of technology in instructional settings while exploring the adoption of additional standards-based software to increase student achievement in reading Continue to investigate computer assisted learning programs specifically designed to support initial skill identification and provide prescriptive instruction in reading support Continue to support and utilize OCDE video conferencing training opportunities to support staff development and specialized instruction in reading Continue to provide student learning opportunities to access web-based information as well as use regional library on-line encyclopedias to develop well-researched written reports D/HH programs shall continue captioning films for both D/HH and mainstream classes D/HH programs shall continue providing student access to web-based information via D/HH Computer Lab as well as maintaining the D/HH website D/HH program staff is utilizing in all classrooms LCD projectors for instructional purposes D/HH program staff shall continue to improve and maintain the D/HH Mobile computer labs (wireless) which serves all 	<p>Coordinator, Instructional Technology</p> <p>Coordinator, Staff Development</p> <p>Coordinator, Literacy</p> <p>Regional administration</p> <p>ACCESS Instructional staff</p> <p>Title I staff</p> <p>Special Education staff</p> <p>Special Schools Instructional staff</p> <p>Special Schools Administrative staff</p>	<p>Costs of:</p> <ul style="list-style-type: none"> Software <ul style="list-style-type: none"> -New Century -Accelerated Reader Substitute teacher time Accelerated Reader libraries 	<p>In addition to General Fund expenditures, \$430,000</p>	<p>General Fund</p> <p>Title V</p> <p>Title II</p> <p>PAR</p> <p>Title I Neglected and Delinquent</p> <p>IDEA, Special Education</p> <p>Staff Development Buy Back</p> <p>IMF</p> <p>Digital High School</p>

D/HH students in the areas of English, Social Science,
career education, mainstream and elective coursework, and
independent reading supporting literacy

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<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Continue high quality staff development and coaching in research-based best practices and instructional strategies that maximize and accelerate student learning (Project GLAD- mentor model teachers ,CBL Character fellows) • Continue to develop on-going staff collaboration opportunities (Aiming High, 2002) that are primarily school based and built into the day to day work of teaching (NSDC -2001) • Continue to offer CBL “ethics camp” 4 day staff development to support implementation with fidelity. Teachers are encouraged to attend the four day experience before implementing the curriculum • Continue monthly regional CBL meetings for teaching staff to coordinate curriculum themes, review instructional strategies, and support fidelity of implementation • Focus monthly learning community opportunities on analyses of the difference between a) actual student performance and (b) goals and standards for student learning (NSDC-2001) in the areas of reading and writing • Develop reading tutorials providing focused student learning opportunities in skill areas determined through staff collaboration over student work (Aiming High, 2002) • Continue staff development in use of standards-based scientifically researched state adopted language arts materials as they relate to use in an alternative setting • Begin ACCESS teacher focused training and an on-going support network to the newly trained staff • Focus professional development on opportunities to gain an understanding of the theories underlying the knowledge learned as well as on concrete practical application of theory into classroom practice connected to a comprehensive change process focused on improving student skills in the area of reading. • Provide opportunities for advanced and on-going professional activities that improve teachers' knowledge of what effective readers do and how these skills directly 	<p>Director of Curriculum and Instruction</p> <p>Coordinator, Literacy</p> <p>Coordinator, Staff Development,</p> <p>Coordinator, Instructional Technology</p> <p>Regional administration</p> <p>Standards and Curriculum Committee</p> <p>EL/Literacy Committee</p> <p>English Learner Advisory Committee</p> <p>ACCESS instructional staff</p> <p>Title I staff</p> <p>Special Education staff</p> <p>Special Schools Instructional staff</p> <p>Special School Administrative staff</p> <p>CBL TOSA / Markula Center staff</p>	<p>Costs of:</p> <ul style="list-style-type: none"> • staff development • substitute teachers • training materials • purchase of standards-based instructional materials • conference/workshop attendance • membership fees • teacher stipends for certification • professional library with current research information • consultants • software/ internet technology for virtual collaboration 	<p>Included in above estimate</p>	<p>Same as above</p>

<p>impact student success in all content areas. Activities may include workshops or institutes that directly relate both their content area and literacy skills</p> <ul style="list-style-type: none"> • Continue BTSA (Beginning Teachers Support and Assessment) program of support • Continue teacher Induction Program • Regional administration participation in AB 75 training focus: <ul style="list-style-type: none"> -"direct and support proven staff training and professional development activities for uniform instruction and materials use" • Monthly CBL meetings for regional administration to coordinate curriculum themes, review instructional strategies, and support fidelity of implementation • Provide staff access to a professional book and periodicals library containing recent works of scientifically-based and standards influenced professionals in the field of reading • Continued membership in the IRA (International Reading Association) and commitment to the goals and direction of the Association • Continue membership and commitment to CRA (California Reading Association) goals and direction • Continue membership in ASCD and commitment to rigorous learning opportunities for CA students • D/HH program shall implement a summer writing project to strengthen reading and literacy skills for students who have demonstrated a critical need based upon the analysis of STAR test results 	<p>Continued</p>	<p>Continued</p>	<p>Continued</p>	<p>Continued</p>
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<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Continue parent conferences and/or student-led conferences in which student reading assessment results are presented and explained • Utilize "20 minute Learning Connection" resource (Doug Reeves) with parents to focus on at-home learning activities • Continue to participate in Los Angeles Times "Reading by 9" (working with the OCDE coordinator to obtain books that have been donated but are not appropriate for grades K-3) to support the development of classroom libraries • Continue to partner with local community booksellers sponsoring family reading and book challenge reading contests resulting in free and discounted books • Continue to provide materials and the opportunity to participate in programs such as Orange County Reads One Book, the Young Readers Medal Award selection, and service learning projects aligned with the curricular focus of the CBL program • Sponsor Family Literacy support nights • Partner with community based groups to support English Language tutoring for parents • Parents and guardians are invited to participate in IEP meetings • Parents will be invited to Back-To-School nights to learn about their child's progress • Probation officers encourage students to succeed academically • Parent notification of identification/assessment (Spanish/English) • County works closely with Foster Youth Services to communicate student progress • Group home tutors communicate student improvements/concerns with group home staff • D/HH program staff shall continue to inform parents of student assessment results at annual IEP meetings and quarterly assessment results sent by U.S. mail • D/HH program staff shall continue to encourage student 	<p>Curriculum and Instruction staff</p> <p>Coordinator, Literacy</p> <p>Regional administrative staff</p> <p>ACCESS Instructional staff</p> <p>Title I staff</p> <p>Special Schools Instructional staff</p> <p>Special School Administrative staff</p> <p>CBL TOSA / Markula Center staff</p>	<p>Costs of:</p> <ul style="list-style-type: none"> • Printing • Orange County Reads books • Young Reader Medal Award books • Caught Reading "earn a book" opportunities • Stipends for overtime and bilingual support • Consultants 	<p>In addition to General Fund expenditures, \$200,000</p>	<p>General Fund</p> <p>Title I Neglected and Delinquent</p>

<p>participation in the Deaf Academic Bowl and the Jr. NAD (Jr. National Association of the Deaf), a student organization which teaches its student members the use of parliamentary procedures and also the processes of government by providing an educational fieldtrip, "Close-Up," to Washington D.C. to witness our elected government officials in action</p>				
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<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Continue transition services between ACCESS and post-secondary institutions/employment to ensure student success • Continue to provide after school enrichment and extended learning/remediation programs in reading • Continue partnership with community partners in the areas of health care, mental health and social services • Explore ways in which CBL curriculum can continue to impact students beyond the classroom and into their community • Explore developing a collaborative effort between the local university "pre-service" teacher programs and specialized tutoring for strategic and intensive need students • Continue to provide Title I Paraeducators to work in institutional classrooms to assist teachers in helping students acquire reading skills • ACCESS clearly communicates with districts regarding the referral and return of students to county programs • D/HH programs shall continue ITP (Individual Transition Plan) for all D/HH students who are age 14 and above and are transitioning between middle school and high school or from high school to post-secondary institutions or employment 	<p>Regional administrative staff</p> <p>Title I Transition Specialists and Tutors</p> <p>21st Century Grant staff</p> <p>Special Schools Instructional staff</p> <p>Special School Administrative staff</p> <p>CBL TOSA / Markula Center staff</p>	<p>Salaries for Title I Transition Specialists and Tutors</p> <p>Salaries for after school staff</p>	<p>\$300,000</p> <p>\$300,000</p>	<p>Title I Neglected and Delinquent</p> <p>21st Century Learning Centers grant/Project Success</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Regional administration participation in AB 75 training focus: <ul style="list-style-type: none"> - "manage data and assessment for the purpose of guiding teacher decisions regarding student interventions and school site instructional practices" - "fully utilize resources for the purpose of student academic success" 	<p>Regional Administrative staff</p> <p>Coordinator, Literacy</p> <p>Coordinator, Staff Development</p>	<p>Salaries of selected administrative staff</p>	<p>In addition to General Fund expenditures, \$100,000</p>	<p>General Fund</p> <p>Title I Neglected and Delinquent</p> <p>IDEA, Special Education</p>

<ul style="list-style-type: none"> • Use research findings in the area of reading to measure program efficacy and increased student achievement • Continue to research the Implementation of assessment systems that provide "timely feedback on specific knowledge and skills for specific students"(Marzano) New Century, Scantron, • Continue to provide teacher training and support to achieve a balance between the teaching and learning process through the examination of student work with the process of re-teaching when necessary to support skill mastery • Continue to encourage regional models Write On! “read around that support monthly review and reaction to student work in support of student achievement and accelerated learning • Train and model the use of materials within state adopted programs to support monitoring of progress and skill mastery toward grade level skills production. Utilize assessment systems that support the adopted materials to pace and monitor program success • Use multiple measures of assessment • Continue to use student friendly standards aligned rubrics • Report Alternative Schools Accountability Model (ASAM) indicators • D/HH program staff shall analyze STAR and triennial assessments to implement longitudinal study targeting reading achievement scores to determine student trends and program efficacy 	<p>Title I administrative staff</p> <p>Special Education Administrative staff</p> <p>Coordinator, Staff Development</p> <p>Teacher, Special Assignment, PAR</p> <p>Special Schools Instructional staff</p> <p>Special School Administrative staff</p>			
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> Continued demographic analysis to determine effects of intervention and supports adopted for the lowest performing student groups in reading Utilize educational resource specialists to focus instruction on reading improvement Continue analysis of CAHSEE and STAR state test results and local achievement test results to determine effects of intervention and supports adopted for the student groups who are low-performing in reading Continue peer tutoring, after school enrichment, collaboration between special education and regular education, use of paraprofessionals as instructional support SST meetings, case conferences, homeless student outreach Consider using college interns as reading coaches Continue utilizing current Support Centers to provide direct instruction in the intensive teaching of all components of reading- including phonology, phonics, word recognition, fluent reading of words in text, comprehension strategies, and vocabulary (NRP, 2000) Explore using DuFour's Pyramid of Interventions Model to support student movement from the intensive program of interventions through supplemental support at the strategic level using assessment to monitor skill acquisition. Design and define additional support and transition and continue to monitor achievement through the examination of student work as on-going classroom practice Continue to ensure that all students with CELDT scores are appropriately identified and placed with qualified teachers upon entry to the alternative education delivery system Continue to ensure teachers receive CELDT information in a timely manner to inform instruction of English learners Use the SST process to support the identification of students needing to access the Pyramid of Interventions and possible special education supports Provide tutorials that focus student learning opportunities in reading determined through staff collaboration over student work (Aiming High, 2002) D/HH program shall implement curriculum writing project to strengthen reading comprehension skills of D/HH students who have demonstrated a critical need based upon the analysis of STAR test results 	<p>Curriculum and Instruction Administrative staff</p> <p>ACCESS Instructional staff</p> <p>Title I staff</p> <p>Special Education staff</p> <p>Assessment Center staff</p> <p>Special Schools Instructional staff</p> <p>Special School Administrative staff</p>	<p>Cost of data analysis and personnel</p>	<p>In addition to General Fund expenditures, \$100,000</p>	<p>General Fund</p> <p>Title I Neglected and Delinquent</p> <p>IDEA, Special Education</p>
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<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • Continue to provide support services to ensure student success • Continue to expand business and community college partnerships • D/HH program shall continue to inservice mainstream instructional staff as to the needs and expectations of a D/HH student to perform optimally in a mainstream setting 	<p>Student Support Services staff</p> <p>Special Schools Instructional staff</p> <p>Special School Administrative staff</p>	<p>Salaries of:</p> <ul style="list-style-type: none"> • Selected personnel 	<p>Included in above estimates</p>	<p>Same as above</p>
<p>Description of Specific Actions to Improve Education Practice in Reading</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>