

Banning Unified School District Strategic Plan

Essential Program Component	People Responsible	LEA Goal	Addressed in LEA Addendum	Actions	Timelines	
1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development (ELD) materials.	Superintendent Asst. Superintendent, CIA Director, Educational Services Site administrators Teachers	Goal 1	July 2005	Provide SBE adopted textbooks for core/intervention math/ELA classes	No time line noted	
		Goal 2				
		Goal 4	July 2006	Provide supplemental ELD materials	July 2006-June 2007	
		Goal 5	September 2008	Adoption of new ELA/math curriculum	August 2008-August 2009	
			January 2012	Assure ELs have access to ELA/math core	August 2011-June 2013	
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as	Superintendent Asst. Superintendent, CIA Director, Educational Services Site administrators Teachers	Goal 1	July 2005	Compliance to required instructional minutes for ELA/math	No time line noted	
		Goal 2				
		Goal 4	July 2006	Provide interventions for ELs	July 2006-June 2007	
		Goal 5	September 2008	Compliance to required instructional minutes for ELA/math; interventions for struggling students; assuring	September 2008-August 2010	

<p>additional instructional time for structured English Language Development at all grade levels.</p>			<p>January 2012</p>	<p>ELD instruction K-12 Compliance to required instructional minutes for ELD/ELA/math; ELD instruction K-12</p>	<p>August 2010-June 2013</p>
<p>3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.</p>	<p>Superintendent Asst. Superintendent, CIA Director, Educational Services Site administrators Teachers</p>	<p>Goal 1 Goal 2 Goal 4 Goal 5</p>	<p>July 2005 September 2008 January 2012</p>	<p>Develop pacing guides, curriculum embedded assessments K-12 Develop pacing guides, curriculum embedded assessments Use of benchmark data to guide instruction</p>	<p>No time line noted September 2008-September 2010 August 2011-June 2013</p>
<p>4. Instructional materials-based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district-adopted program and the EPCs.</p>	<p>Superintendent Asst. Superintendent, CIA Director, Educational Services Site administrators Teachers</p>	<p>Goal 1 Goal 2 Goal 3 Goal 4 Goal 5</p>	<p>July 2005 July 2006 September 2008 January 2012</p>	<p>Provide teachers and administrators with SBE instructional material training Provide GLAD training for teachers; Reading/curriculum coaches attend trainings and then train teachers Provide teachers and administrators with SBE instructional material training and ELPD training Provide GLAD/SDAIE training to teachers and administrators</p>	<p>No time line noted July 2006-June 2007 September 2008-June 2010 August 2011-June 2013</p>

5. Fully credentialed, highly-qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on standards-aligned/SBE-adopted instructional materials.	Superintendent Asst. Superintendent, Human Resources Site administrators	Goal 1	July 2005	Provide teachers and administrators with SBE instructional material training	No time line noted	
		Goal 2				
		Goal 3				
		Goal 4	July 2006	Provide training for all teachers to be authorized to teach ELs; Provide GLAD training for teachers; Reading/curriculum coaches attend trainings and then train teachers	July 2006-June2007	
		Goal 5				
			September 2008	Develop plan to assure all teachers are HQT	July 2009-December 2010	
			March 2009	Appropriate placement of single subject teachers on master schedule; completion of HQT by non HQT teachers; HQT for special education teachers	June 2008-present	
			January 2012	Provide GLAD/SDAIE training to teachers and administrators	August 2011-June 2013	
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.	Superintendent Asst. Superintendent, CIA Director, Educational Services Site administrators Instructional coaches Teachers	Goal 1	July 2006	Reading and curriculum coaches will provide support to teachers	July 2006-June2007	
		Goal 2				
		Goal 3				
		Goal 4	September 2008	Content coaches and EL specialist will provide support to teachers	September 2008-December 2010	
		Goal 5	January 2012	Instructional coaches, EL specialist, instructional	August 2011-June 2013	

				technology coach, and intervention specialist to provide support to teachers	
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.	Superintendent Asst. Superintendent, CIA Director, Educational Services Director, Child Welfare and Attendance Director, Student Services Site administrators Instructional coaches Teachers	Goal 1	July 2005	Implement student data management system to track academic progress	No time line noted
		Goal 2	July 2006	Implement district data system to analyze performance data of ELs	July 2006-June 2007
		Goal 4	September 2008	Use of district data system to analyze formative/summative student data for placement and to guide instruction	September 2008-December 2010
		Goal 5	January 2012	Use of district data system to track progress of ELs with benchmark data	August 2011-June 2013
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics	Superintendent Asst. Superintendent, CIA Director, Educational Services Site administrators Teachers	Goal 1	September 2008	Monthly collaborations K-8; secondary department meetings; grade level site meetings;	September 2008-December 2010

<p>teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.</p>			<p>January 2012</p>	<p>Monthly collaborations K-8; secondary department meetings; grade level site meetings; High school PLC meetings</p>	<p>August 2011-June 2013</p>
<p>9. Implementation of Fiscal Support aligned to full implementation of EPCs.</p>	<p>Superintendent Asst. Superintendent, CIA Director, Educational Services Site administrators Teachers</p>	<p>Goal 1 Goal 2 Goal 3 Goal 4 Goal 5</p>	<p>July 2005 July 2006 September 2008 March 2009</p>	<p>District Categorical funds (Title I Professional Development and Title II Teacher Quality) used to support all actions</p> <p>District Categorical funds (Title I Professional Development and Title II Teacher Quality); Site EIA (Economic Impact Aid) funds used to support all actions</p> <p>District Categorical funds (Title I Professional Development, Title II Teacher Quality and Title III Limited English Learners); Site EIA (Economic Impact Aid); IMF (Instructional Materials Fund); HPSGP (High Priority Schools Grant Program); Reading First; Pupil Retention Block Grant; General fund used to support all actions</p> <p>District Categorical funds (Title I Professional Development, Title II Teacher Quality and</p>	

			January 2012	<p>Title III Limited English Learners); Site EIA (Economic Impact Aid); IMF (Instructional Materials Fund) HPSGP (High Priority Schools Grant Program); Reading First; Pupil Retention Block Grant; General fund; SAIT (School Assistance and Intervention Team) used to support all actions</p> <p>District Categorical funds (Title I Professional Development, Title II Teacher Quality and Title III Limited English Learners) funds used to support all actions</p>	
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LEA GOALS

Performance Goal 1:

All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Performance Goal 2:

All limited –English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3:

All students will be taught by highly qualified teachers.

Performance Goal 4:

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5:

All students will graduate from high school.

Essential Program Components (EPC)

The Essential Program Components (EPC) support academic student achievement in English/reading/language arts and mathematics as measured through grade-span [Academic Program Survey \(APS\)](#). The EPCs are designed to meet the needs of all students, including English learners and students with disabilities through State Board of Education (SBE)-adopted standards-based and/or standards-aligned (grades nine through twelve) instructional materials including interventions and English Language Development materials, appropriate instructional time and pacing schedules, professional development for teachers and administrators, assignment of fully credentialed highly qualified teachers, ongoing instructional support in the use of data obtained from a student achievement monitoring system, teacher collaboration, and fiscal support.

1. **Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development materials.**

Elementary School Level: The school/district provides the current SBE-adopted basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (2002, 2005 [follow-up] or 2008 adoptions) and for mathematics (2001, 2005 [follow-up] or 2007 adoptions). The school/district also provides the current SBE-adopted intensive interventions for Grades 4-8 in RLA/ELD and Grades 4-7 and Grade 8 Algebra Readiness in mathematics. These programs are to be implemented as designed and documented to be in daily use in every classroom with materials for every student.

Middle School Level: The school/district provides the current SBE-adopted basic core instructional programs in Reading/Language Arts/ English Language Development (2002, 2005 [follow-up], or 2008 adoptions) and for mathematics (2001, 2005 [follow-up], or 2007 adoptions). The school/district also provides the current SBE-adopted intensive interventions for Grades 6-8 in RLA/ELD and Grades 6-7 and Grade 8 Algebra Readiness in mathematics. These programs are to be implemented as designed and documented to be in daily use in every classroom with materials for every student.

High School Level: The school/district provides the current district adopted, standards-aligned textbooks and instructional materials, including ancillary materials for universal access for all ninth and tenth grade English/Language Arts courses as well as an SBE-adopted intensive reading intervention course; and for mathematics SBE-adopted mathematics textbooks in all classrooms for all students enrolled in Algebra Readiness, Algebra Strategic Support and Algebra I. These programs are implemented as designed and documented to be in daily use in all classrooms with materials for every student.

Note: For English/Language Arts, state-monitored high schools are to select high school level (articulated) texts and programs from publishers listed on the core and intensive intervention SBE-adopted materials lists for grades 7 and 8.

*English Language Development: Depending on the grade level and year of adoption, school/district may also use ELD materials found on the SBE approved supplementary materials list (includes Assembly Bill 1802 materials) to provide ELD instruction to English Learners.

2. **Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.**

Elementary School Level: The school/district complies with and monitors the daily implementation of instructional time for the adopted RLA and

mathematics basic core programs, the intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.

Middle School Level: The school/district complies with and monitors the daily implementation of instructional time for the adopted RLA and mathematics basic core programs, the intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.

High School Level: Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the adopted grade-level 9th and 10th ELA and Algebra I programs, the intensive interventions as well as additional time for strategic support, ELD for identified English Learners, and support to master the required skills to pass the related components on the California High School Exit Examination (CAHSEE). This time should be given priority and be protected from interruptions.

3. **Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.**

Elementary School Level: The school/district prepares, distributes, and monitors the use of an annual district-instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the SBE-adopted basic core RLA/ELD, strategic support and intensive intervention programs and SBE-adopted mathematics basic core, strategic, and Grades 4-7 and Algebra Readiness intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Middle School Level: The school/district prepares, distributes, and monitors the use of an annual district instructional/ assessment pacing guide documented to be in use for each grade level (sixth through grade eight) for the SBE-adopted basic core RLA/ELD, strategic support and intensive intervention programs and SBE-adopted mathematics basic core, strategic, and Grades 6-7 and Algebra Readiness intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

High School Level: The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current district-adopted ELA Grade 9 and 10 core, strategic support and the intensive reading intervention courses and for the current SBE-adopted Algebra I, Algebra I strategic support and Algebra Readiness courses in order for all teachers to follow a common sequence of instruction and assessment.

4. **Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.**

Elementary School Level: The principal and vice-principal(s) are engaged in professional development focused on the SBE-adopted RLA/ELD and mathematics basic core and intervention program materials, including instructional leadership skills.

Middle School Level: The principal and vice-principal(s) are engaged in professional development focused on the SBE-adopted RLA/ELD and mathematics basic core and intervention program materials, including instructional leadership skills.

High School Level: The principal and vice-principal(s) are engaged in professional development focused on the standards-aligned reading/language arts instructional materials for grades 9-10, SBE-adopted RLA/ELD intervention program materials, and SBE-adopted Algebra I and Algebra Readiness, including instructional leadership skills.

5. **Fully credentialed, highly-qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on standards-aligned/SBE-adopted instructional materials.**

Highly Qualified Teachers: All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA. Requirements for No Child Left Behind (NCLB) Teacher Compliance: Teachers of core academic subjects must have: a

bachelor's degree; hold an appropriate credential or intern certificate (must be currently enrolled in an approved California Commission on Teacher Credentialing [CCTC] intern program); and demonstrate subject matter competence.

Implementation of Instructional Materials-Based Professional Development: Teachers of RLA/ELD (K-10) and mathematics K-8 through Algebra I (in all grade levels and programs, including special education and ELD) are engaged in instructional materials professional development focused on the standards-aligned/SBE-adopted basic core RLA/ELD and mathematics programs, and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school.

6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.

The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and mathematics. Specifically, elementary, middle, and ninth and tenth grade RLA, intensive reading intervention, K-7 mathematics, Algebra I, and Algebra Readiness teachers receive ongoing support offered by the school and district. Possible options for providing support include trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.

The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted RLA/ELD and mathematics basic core and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.

8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.

The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for all teachers of reading and language arts and mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted RLA/ELD and mathematics programs.

9. Implementation of Fiscal Support aligned to full implementation of EPCs.

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, mathematics, and the Single Plan for Student Achievement (SPSA).