

Madera Unified School District

District Instructional Action Plan (DIAP)

2012-2013

OVERARCHING GOALS:

By June 2013:

- a. 89% of all students will demonstrate proficiency on the CST and the CAHSEE in English language arts and 89.1.2% in mathematics as measured by the CST and CAHSEE.
 - At the elementary and middle school levels, 89.2% of all students will demonstrate proficiency in English Language Arts and 89.5% in mathematics as measured by the CST.
 - At the high school level, 88.9% of all students will demonstrate proficiency in English Language Arts and 88.7% in mathematics as measured by the CAHSEE.
- b. 90% of MUSD students will meet graduation requirements by 2019.
 - At Madera High School, 89.57%* of the class of 2012 will meet graduation requirements.
 - At Madera South High School, 88.29%* of the class of 2012 will meet graduation requirements.
 - At Eastin Arcola High and Furman High, 81.85%* of the class of 2012 will meet graduation requirements.

**Pending CDE release*
- c. 57.5% of all English learners will meet the annual growth target by advancing one level on the CELDT as measured by AMAO 1.
- d. 21.4% of English learners with less than 5 years in language instruction programs will demonstrate English proficiency on the CELDT as measured by AMAO 2.
- e. 47% of English learners with 5 years or more in language instruction programs will demonstrate English proficiency on the CELDT as measured by AMAO 2.

STRATEGY NUMBER 1: Instructional Program

Tactics - By June 2013:

- a. Principals will assure all K-12 students in core, intervention and English language development programs have access and use on a daily basis State Board adopted and/or District approved English language arts, English language development and math instructional materials. (Elem/MS/HS EPC 1)
- b. Principals will assure full implementation of identified daily instructional minutes for English language arts, English language development and math for all students. (Elem/MS/HS EPC 2)
- c. Principals will assure adherence to aligned pacing and course guides for: math; K-Algebra 2 and English language arts; grades K-12. (Elem/MS/HS EPC 3)
- d. District academic coaches, as assigned, will support the K-12 implementation of the Common Core State Standards in English language arts, English language development, mathematics, history/social studies, science and technical subjects. (Elem/MS/HS EPC 6)
- e. Site administrators, teachers and support staff will participate in DIAP aligned professional development activities to assure full implementation of the English language arts, English language development, mathematics, history/social studies, science and technical subjects instructional program. (Elem/MS/HS EPC 4,5)

STRATEGY NUMBER 2: Instructional Strategies

Tactics - By June 2013:

- a. Principals will assure full implementation of : (Elem/MS/HS EPC 4, 5)
 1. Common Core strategies.
 2. MUSD English Learner Principles.
- b. District academic coaches, as assigned, will support the full implementation of (Elem/MS/HS EPC 6):
 1. Common Core strategies.
 2. MUSD English Learner Principles.
- c. Site administrators, teachers and support staff will participate in DIAP aligned professional development activities to assure full implementation of Common Core strategies and English Learner Principles. (Elem/MS/HS EPC 4,5)

STRATEGY NUMBER 3: Response to Intervention; Academic and Behavior

Tactics – By June 2013:

- a. Principals will apply multiple measures to identify and provide appropriate Tier I, II and III academic interventions for all students. (Elem/MS/HS EPC 2, 7)
 1. Principals will monitor and evaluate District Tier I, II, and III academic intervention data for all students. (EPC 7)
 2. District academic coaches, as assigned, will support the full implementation of (Elem/MS/HS EPC 6):
 - i. RtI Tier III academic interventions in English Language Arts (Grades 3-12). (EPC 2)
 3. Site administrators, teachers and support staff will participate in DIAP aligned professional development activities to assure full implementation of RtI academic interventions. (Elem/MS/HS EPC 4, 5).
- b. Principals will apply multiple measures to identify and provide appropriate Tier I, II and III behavior interventions for all students. (Elem/MS/HS EPC 7)
 1. Principals will provide evidence of supporting the full implementation of RtI behavior interventions. (Elem/MS/HS EPC 7)
 2. Principals will monitor and evaluate site Tier I, II, and III behavior intervention data for all students. (EPC 7)
 3. Site administrators, teachers and support staff will participate in DIAP aligned professional development activities to assure full implementation of RtI behavior interventions. (Elem/MS/HS EPC 4,5)

STRATEGY NUMBER 4: Assessment

Tactics – By June 2013:

- a. Principals will assure full implementation of the District Assessment System (Elem/MS/HS EPC 7) to measure progress and serve as an indicator of achievement and progress toward high school graduation.
 - State/Federal Level Assessments
 - District Progress Assessments
 - Common Formative Assessment
 - Grading Policies and Practices
- b. Principals will assure weekly teacher collaboration by grade level or department, to analyze results from common formative assessments to inform instruction, increase student learning outcomes and evaluate program effectiveness. (Elem/MS/HS EPC 8)
- c. All school communities (grade levels, departments, parents, business partners) will refine their work as a professional learning community to fully implement the District Instructional Action Plan. (Elem/MS/HS EPC 8)
- d. District academic coaches, as assigned, will support the full implementation of the District Assessment System. (Elem/MS/HS EPC 6)
- e. Site administrators, teachers and support staff will provide evidence of participation in DIAP aligned professional development activities to ensure full implementation of the District Assessment System. (Elem/MS/HS EPC 4,5)

Accountability

Tactics – By June 2013:

- a. Principals will assure full implementation and adherence to:
 - All District Instructional Action Plan components. (Elem/MS/HS EPC's 1-9)
 - Adherence to the Academic Program Survey/Nine Essential Program Components.
 - Local, state and federal program compliance.
 - Reviewing and revising DIAP aligned Single Plan for Student Achievement. (Elem/MS/HS EPC 9)