Closing the Achievement Gap
Planning to Performance Cycle
Action Plan

Blueprint for Implementation – Goal #1:

Increase the overall graduation rate for all students by two percentage points each year. Specifically, our Hispanic students will increase their graduation rate by a minimum of five percentage points each year by spring 2011. All other subgroups will increase a minimum of 1 percentage point each year by spring 2011.

Strategies: If the District does…

1. Ensures a guaranteed and viable curriculum for all students, and delivers that curriculum through a consistent standards-based learning cycle including:
   - Identification of essential learning outcomes for all content areas;
   - Clearly communicates and expects a focus on essential learning outcomes including post secondary readiness skills with continued implementation of the four year plan at the high school level that supports individual plans with incoming freshman students mapping out success in high school as a strategy to ensure graduation;
   - Utilization of district-developed curriculum and pacing guides;
   - Utilization of student performance data to drive instruction;
   - Early identification of students needing intervention;
   - District administration systematically and regularly monitors the standards based teaching and learning cycle through review of school improvement plans and regular monitoring of classroom practices;
   - Provision of strategic professional development to support the above strategies.

2. Identifies alternative programming for students at risk of dropping out of school:
   - Support schools with accurate and timely data on individual student performance;
   - Provides professional development to teachers and school leaders in understanding and meeting the needs of high risk students;
   - Provides supplemental resources to the school to meet the needs of high risk students.
3. Becomes systematic in creating a focused and systemic organization that is fully engaged in addressing the District’s strategic achievement goals:
   - Articulates and ensures fidelity to the District’s vision, mission, and beliefs;
   - Ensures consistent focus on the District’s goals and initiatives district-wide;
   - Provides support, professional development, monitoring and accountability to the District’s goals and initiatives;
   - Enhances communication district-wide in support of the above practices;
   - Promotes and grows leadership understanding of best leadership and instruction in order to support improvement in daily practice in every classroom.

**Strategies: If the School does…**

1. Understands and implements the district’s curriculum with effective research, standards-based instructional strategies including:
   - Ensuring effective standards-based instruction focused on essential learning outcomes;
   - Consistently uses student performance data to inform instruction;
   - Continues to implement the PLC model to collaborate regarding high yield performance strategies that will support at risk individual student success;
   - Provides early interventions to students;
   - Communicates with District administration systematically and regularly to review and monitor the implementation of the District approved standards based teaching and learning cycle through the review of school improvement plans and practice at the classroom level;
   - Participates in professional development including training, teacher and leader coaching, monitoring and collaborative practices.

2. Provides opportunities for students to access a variety of alternative learning opportunities including:
   - Individual monitoring of student progress to identify students at risk for dropping out;
   - Supplemental classes, instruction or individual support in identified learning deficits;
   - Alternative schedules to meet individual needs;
   - Opportunities for increased co-curricular participation;
- Opportunities to access challenging or higher level classes;
- Research, review and implementation of programs and practices that support engagement and involvement of students at risk;
- Intentional investigation and implementation of agreed upon post secondary readiness skills with continued implementation of the four year plan that supports individual plans with freshman students mapping out success in high school;
- Provides parents with information regarding alternative options, access to student performance information to include grades online, and review of options with parent and community input.

**Results Indicators:**
- Higher achievement by identified at risk students
- Reduction in the yearly dropout rate
- Increased attendance by at risk students
- Higher rate of graduation
- Increased participation in college entrance exams
- Increased % of at risk students participating in Co-Curricular activities.

**Sources of Data to Monitor:**
- Achievement data
- Attendance rates
- Dropout data
- Graduation rate
- SAT & ACT participation and scores
- Enrollment in AP, IB, and college preparatory courses
- Discipline Data
- America’s Choice screener January 2009
- Standards based common formative assessments developed by the District Standards review team by May 2009

**Individuals Responsible:**
- Executive Director of Elementary Schools
- Director of Priority Schools
- Director of Professional Development
- High School Principal
- High school administrative staff
- High school counselors
- High school teaching staff
- Gap provider (America’s Choice)
Blueprint for Implementation – Goal #2

Close the achievement gap between ELL and non-ELL students in READING in Grades 3, 4, and 5 to less than the 2008 statewide aggregate gap while increasing the performance levels of achievement of Non-ELL students, by spring 2011.

Strategies: If the District does…

1. Ensures a guaranteed and viable reading curriculum for all students, and delivers that curriculum through a consistent standards-based learning cycle including:
   - Identification of essential learning outcomes for reading;
   - Clearly communicates and expects a focus on essential reading outcomes;
   - Implementation with fidelity of the district’s adopted commercial research-based reading curriculum to support standards-based instruction;
   - Utilization of student performance data to drive reading instruction;
   - Early identification of students needing intervention;
   - District administration systematically and regularly monitors the standards based teaching and learning cycle through review of school improvement plans and regular monitoring of classroom practices;
   - Provision of strategic professional development to support the above strategies.

2. Provides a research-based English Language Development Program for ELLs including:
   - Review and implementation of the clearly designed and articulated English Language Development (ELD) program model;
   - Design of a viable transition model for ELLs moving from the bilingual program;
   - Assessment tools and data to monitor language acquisition progress;
   - Develops programs and strategies for teaching background knowledge and academic vocabulary;
   - Provides professional development to teachers and school leaders in understanding and teaching reading and language to ELL students;
   - Provision of supplemental resources to the school to meet the need of ELLs;
   - Support for individual teachers to meet the language and reading needs of ELLs through coaching, modeling, and feedback.
3. Becomes systematic in creating a focused and systemic organization that is fully engaged in addressing the District’s strategic achievement goals:
   - Articulates and ensures fidelity to the District’s vision, mission, and beliefs;
   - Ensures consistent focus on the District’s goals and initiatives district-wide;
   - Provides support, professional development, monitoring and accountability to the District’s goals and initiatives;
   - Develops communication strategies district-wide in support of the above practices;
   - Promotes and grows understanding of best leadership and instruction in order to support improvement in daily practice in every classroom.

**Strategies: If the School does…**

1. Implements the guaranteed and viable reading curriculum for all students and delivers that curriculum through a consistent standards-based learning cycle including:
   - High and consistent expectations for all ELLs:
   - Participates in professional development including training, coaching, and monitoring of practices;
   - Utilizes the District’s reading curriculum to support standards-based instructional practices;
   - Designs and delivers instruction to increase background knowledge and academic vocabulary;
   - Collaborates to design effective instruction and interventions;
   - Uses data to drive all reading instruction;
   - Communicates with District administration systematically and regularly to review and monitor the implementation of the District approved standards based teaching and learning cycle through the review of school improvement plans and regular monitoring of classroom practices;
   - Review of practices that increase student engagement, participation, involvement, and motivation.

2. Implements a research-based English Language Development Program to support English language acquisition by ELLs including:
   - Implements best practices learned in professional development and through individual teacher and leader coaching;
   - Implements effective strategies to transition students into English;
o Ensures multiple opportunities for ELLs to learn English through individualization and school-wide interventions;
o Delivers the district adopted ELD program with fidelity;
o Implements the *Avenues* program with fidelity identifying and accessing progress monitoring practices to assure language acquisition success;
o Consistent implementation of sheltered instruction strategies to support understanding in core content areas.

3. Enters into a partnership with America’s Choice to undertake the following:
o Takes Stock: Reviews current programs and practices to support student learning;
  • Assesses current students with an emphasis on matching students to programs and accuracy of placement;
  • Analyzes CELA data, L1 data, Rigby READS/ Lectura diagnostic data and other student placement data for purposes of diagnosing student levels and determining data patterns;
o Refines best practice for English Language Development and literacy instruction;
  • Incorporates the process for transitioning students from Bilingual classes to sheltered instruction to mainstream instruction;
  • Reviews Literacy program;
o Reviews America’s Choice literacy and intervention programs for possible intervention use;
  • Writing Aviator (K-5) and Literacy Navigator (3-5), as needed;
  • First 30 Days of writing workshop to build writing into curriculum in a systematic way to support English Language Development and language structures;
  • Intervention by Design intervention program for students needing reading support;
o Delivers professional development:
  • Analyzes student performance data to formulate plans and differentiate instruction;
  • Trains for full implementation of guided reading;
  • Coaches individual teachers with specific feedback on best practice and improved instruction;
  • Refines the assessment system that enables teachers, coaches and leadership to establish a cycle of progress monitoring that informs student placement and instructional planning;
  • Identifies current assessment instruments and analyzes for standards alignment;
  • Provides diagnostic data to establish targets that yield high quality information;
• Establishes a cycle of progress monitoring using selected assessments by teachers, coaches, and leadership;
  o Strengthens the instructional leadership of the principal and school leadership team;
  o Focuses leadership on working with ELL students monitoring a selected group of students with evaluation of the program results;
  o Involves parents who have not previously participated in the school improvement process and in educational efforts at the school level. Focus to be in the area of Family Literacy Programs in Spanish and English with efforts to involve the Hispanic community.

Results Indicators:
  o Improved performance on CELA
  o Increased % of ELLs proficient on Reading CSAP
  o Reduction in ELL referrals to Problem Solving teams
  o Improved participation and involvement in school and classroom by ELLs
  o Increase in number of staff members participating in ESL focused Professional Development opportunities
  o Increased numbers of parents at Family Literacy Programs and parent education events with an emphasis on increasing Hispanic parent representation with the help of Parent Liaisons.

Sources of Data to Monitor:
  o CSAP
  o Reading adoption Theme Tests
  o READS data
  o PALS data
  o CELA data
  o Student climate survey data
  o Agendas and sign in sheets from Parent Literacy Program events and parent education events
  o Standards based common formative assessments developed by the District Standards review team by May 2009

Individuals Responsible:
  o Executive Director of Elementary Schools
- Director of Priority Schools
- Director of Professional Development
- Elementary Principal
- Elementary Staff
- Gap provider (America’s Choice)
Blueprint for Implementation – Goal #3:

Improve the READING performance of economically disadvantaged students on CSAP in grades 3, 4, and 5 by 25% by 2011.

Strategies: If the District does…

1. Ensures a guaranteed and viable reading curriculum for all students, and delivers that curriculum through a consistent standards-based learning cycle including:
   - Identification of essential learning outcomes in reading;
   - Clearly communicates a focus on essential reading outcomes;
   - Implementation with fidelity of the District’s adopted commercial research-based reading curriculum to support standards-based instruction;
   - Utilization of student performance data to drive reading instruction;
   - Early identification of students needing intervention;
   - District administration systematically and regularly monitors the standards based teaching and learning cycle through the review of school improvement plans and regular administrative monitoring of classroom practices;
   - Provision of strategic professional development to support the above strategies.

2. Ensures high expectations and a sense of urgency that all students will make at least one year’s growth; low performing students will make more than one year’s growth with strategies that focus on targeted economically disadvantaged students that include:
   - Provides progress monitoring tools that focus on data review for students that are more than two years below grade level;
   - Develops and provides professional development around a variety of research-based reading intervention programs and strategies;
   - Provides leadership training in the implementation of RtI practices that support low performing economically disadvantaged students;
Researches and reviews practices that increase engagement, participation, involvement, and motivation of students impacted by poverty;
Refines the data review process with leaders to support initiatives that would focus intervention practice on the identified most needy students in each school.

3. Becomes systematic in creating a focused and systemic organization that is fully engaged in addressing the district’s strategic achievement goals:
   - Articulates and ensures fidelity to the District’s vision, mission and beliefs;
   - Ensures consistent focus on the District’s goals and initiatives district-wide;
   - Provides support, professional development, monitoring and accountability to the District’s goals and initiatives;
   - Develops communication strategies district-wide in support of the above practices;
   - Promotes and grows understanding of best leadership and instruction in order to support improvement in daily practices in every classroom.

Strategies: If the School does…

1. Implements the District identified guaranteed and viable reading curriculum for all students and delivers that curriculum through a consistent standards-based learning cycle including:
   - Implementation with fidelity of the District’s adopted commercial research-based reading curriculum to support standards-based instruction;
   - Understanding and focus on essential reading outcomes;
   - Utilization of student performance and progress monitoring data to drive reading instruction;
   - Early identification of students needing intervention;
   - Participation in the use of strategic professional development including teacher and leader coaching, training, and monitoring of practices to support the above strategies;
   - Communicates with District administration systematically and regularly to review and monitor the implementation of the District approved standards based teaching and learning cycle through the review of school improvement plans and regular monitoring of classroom practices;
   - Focus on best practice around research-based reading instruction.
2. Ensures high expectations and a sense of urgency that all students will make at least one year’s growth; low performing students will make more than one year’s growth with strategies that focus on targeted economically disadvantaged students that include:
   o Develops the RtI process to include high performing Problem Solving Teams that review summative and formative data and support intervention for the most needy students in the school;
   o Reviews practices that increase engagement, participation, involvement, and motivation of students impacted by poverty;
   o Creates pacing guides to support articulation of goals around student learning and skills acquisition;
   o Implements researched-based intervention strategies that support early intervention for low performing students;
   o Continues to implement and refine the PLC model to encourage effective use of data and best practice around reading instruction.

3. Enters into a partnership with America’s Choice to undertake the following:
   o Takes Stock: Reviews current programs and practices to support student learning;
     • Assesses current students in programs or accuracy of placement;
     • Analyzes Rigby READS and Lectura diagnostic data and other student placement data for purposes of diagnosing student levels and determining data patterns;
   o Reviews best practice for reading instruction to include English Language Development;
     • Incorporates a process for transitioning students from Bilingual classes to sheltered instruction to mainstream instruction;
     • Reviews reading curriculum;
     • Defines need to reframe the current curriculums and supplement Writing Aviator (K-5) and Literacy Navigator for intervention as needed;
   o Reviews America’s Choice literacy and possible other intervention programs for intervention use as needed;
     • Writing Aviator (K-5) and Literacy Navigator (3-5), as needed;
     • First 30 Days of writing workshop to build writing into curriculum in a systematic way to support English Language Development and language structures;
     • Intervention by Design intervention program for students needing reading support;
Delivers professional development:

- Analyzes student performance data to formulate plans and differentiate instruction;
- Trains for continued implementation of guided reading and intervention;

Builds an assessment system that enables teachers, coaches and leadership to establish a cycle of progress monitoring that informs student placement and instructional planning:

- Identifies current assessment instruments and analyzes for standards alignment;
- Provides diagnostic data to establish targets that yield high quality information;
- Establishes a cycle of progress monitoring using selected assessments by teachers, coaches and leadership;

Strengthens the instructional leadership of the principal and school leadership team;

Focuses leadership on working with ELLs, monitoring a selected group of students and evaluation of the program results;

Involves parents who have not previously participated in the school improvement process and in educational efforts at the school level. Focus to be in the area of Family Literacy Programs and community efforts to involve the Hispanic community.

Results Indicators:

- Increased % of Economically Disadvantaged (ED) students proficient on Reading CSAP
- Reduction in low performing ED student referrals to Problem Solving teams
- Improved participation by ED students
- Increase in number of staff members participating in ED focused Professional Development opportunities

Sources of Data to Monitor:

- CSAP
- Reading adoption Theme Tests
- READS data
- PALS data
- Student climate survey data
- Agendas and sign in sheets from Parent Literacy Program events and parent education events
- Standards based common formative assessments developed by the District Standards review team by May 2009
**Individuals Responsible:**
- Executive Director of Elementary Schools
- Director of Priority Schools
- Director of Professional Development
- Elementary Principal
- Elementary Staff
- Gap provider (America’s Choice)
Blueprint for Implementation – Goal #4:

Improve the MATHEMATICS achievement of economically disadvantaged 9th and 10th grade students on CSAP in grades 9 & 10 by 15% by 2011.

Strategies: If the District does…

1. Ensures a guaranteed and viable Mathematics curriculum for all students, and delivers that curriculum through a consistent standards-based learning cycle including:
   - Identification of essential learning outcomes in Mathematics;
   - Clearly communicates a focus on essential Mathematics outcomes;
   - Implementation with fidelity of the District’s adopted research-based Mathematics programs to support standards-based instruction;
   - Utilization of student performance data to drive Mathematics instruction;
   - Early identification of students needing intervention in Mathematics;
   - District administration systematically and regularly monitors the standards based teaching and learning cycle through review of school improvement plans and regular administrative monitoring of classroom practices;
   - Provision of strategic professional development to support the above strategies.

2. Ensures high expectations and a sense of urgency that all students will make at least one year’s growth; low performing students will make more than one year’s growth through strategies that focus on targeted economically disadvantaged students that include:
   - Develops progress monitoring tools that focus on data review for students that are more than two years below grade level;
   - Develops and provides professional development around a variety of research-based Mathematics intervention programs and strategies;
   - Provides leadership training in the implementation of RtI practices that support low performing economically disadvantaged students;
Researches and reviews practices that increase engagement, participation, involvement, and motivation of students impacted by poverty;
Refines the data review process with leaders to support initiatives that would focus intervention practice on the identified most needy students in each school;
Provides opportunities for development of skills that would support postsecondary readiness.

3. Becomes systematic in creating a focused and systemic organization that is fully engaged in addressing the District’s strategic achievement goals:
   - Articulates and ensures fidelity to the District’s vision, mission and beliefs;
   - Ensures consistent focus on the District’s goals and initiatives district-wide;
   - Provides support, professional development, monitoring and accountability to the District’s goals and initiatives;
   - Develops communication strategies district-wide in support of the above practices;
   - Promotes and grows understanding of best leadership and instruction in order to support improvement in daily practice in every classroom.

**Strategies: If the School does…**

1. Understands and implements the District’s curriculum with effective research, standards-based instructional strategies including:
   - Ensures effective standards-based instruction focused on essential learning outcomes;
   - Consistently uses student performance data to inform instruction;
   - Continues to implement the PLC model to collaborate regarding high yield performance strategies that will support at risk individual student success;
   - Provides early interventions to students;
   - Communicates with District administration systematically and regularly to review and monitor the implementation of the District approved standards based teaching and learning cycle through the review of school improvement plans and regular monitoring of classroom practices;
   - Participates in professional development including training, teacher and leader coaching, monitoring and collaborative practices.
2. Enters into a partnership with America’s Choice to undertake the following:
   - “Takes stock” of what is already in place for students who struggle with Mathematics;
     - Reviews current programs and identifies interventions in an RtI framework;
     - Uses formative assessments to appropriately place students for instruction and to monitor their progress;
     - Assesses current students in programs for accuracy of placement;
     - Administers Mathematics Navigator screener for freshman and sophomores to create a profile of each student’s needs to target RtI instruction and support for teachers including language learning needs;
   - Builds a plan for Mathematics instruction that supports foundational Mathematics learnings for all 9th and 10th grade students;
     - Introduces America’s Choice intervention program, Mathematics Navigator as needed to address student gaps and misconceptions that prevent them from being successful in high school Mathematics;
     - Engages the principal and the school leadership team in the process in order to build support for the project and monitor its successful implementation;
     - Identifies ELL students and develops a plan for addressing ELL needs in each tier and appropriate curriculum;
   - Builds Mathematics Navigator into the current program within the school day, before, after, and/or Saturday school;
   - Delivers Professional Development to Mathematics teachers;
     - Analyzes student performance data to formulate plans and differentiate instruction;
     - Professional development for all Math teachers on utilizing the structures of a Mathematics workshop in classrooms to effectively differentiate instruction;
     - Develops high-quality teaching of Mathematics: accountable talk, multiple representations, addressing misconceptions;
     - Trains on focused teaching and differentiated instruction in small group;
     - Develops effective teaching in ALL Math curricula for freshman and sophomores;
   - Training by America’s Choice of supervisors/coaches to assist in supporting the classroom instruction;
   - Provides parents with information in Spanish and English regarding alternative options and Math instruction, access to student performance information in Mathematics to include grades online and progress monitoring with the use of Infinite Campus, and develops these options with parent input.
Results Indicators:
- Increased % of Economically Disadvantaged (ED) students proficient on Mathematics CSAP
- Reduction in low performing ED student referrals to Problem Solving teams
- Improved participation by ED students
- Increase in number of staff members participating in ED focused Professional Development opportunities
- Increased % of freshman and sophomore students overall proficient on Mathematics CSAP
- Increased % of Hispanic students making one or more year of growth in mathematics as identified in annual CSAP assessment

Sources of Data to Monitor:
- CSAP
- Mathematics unit assessments
- Mathematics Navigator screener
- Student climate survey data
- State developed growth model
- Standards based common formative assessments developed by the District Standards review team by May 2009

Individuals Responsible:
- Executive Director of Elementary Schools
- Director of Priority Schools
- Director of Professional Development
- High School Principal
- District Mathematics Coordinator
- High School Mathematics Team
- Gap provider (America’s Choice)
Blueprint for Implementation – Goal #5:

Increase the overall district growth rate for achievement to 85% of students maintaining one year’s growth (i.e. keeping up) and reduce the achievement gap for economically disadvantaged students by 25% of students performing below proficiency (i.e. “needing to catch up”) by 2011.

Strategies: If the District does…

1. Enhances the monitoring of a Standards based Teaching and Learning cycle in classrooms throughout the District:
   o Provides professional development to all district and school administrators;
   o Structures classroom walk throughs and observation of instructional practices;
   o Clarifies best practice as “look fors” in classrooms;
   o Enhances methods for administration to provide clear and immediate feedback regarding instructional practices;
   o Utilizes district-developed curriculum and pacing guides;
   o Utilizes student performance data to drive instruction;
   o Early identification of students needing intervention;
   o Provision of strategic professional development to support the above strategies.

2. Identifies alternative programming for students at risk of failing with programming for students in need of challenge in core curricular areas:
   o Supports schools with accurate and timely data on individual student performance;
   o Provides professional development to teachers and school leaders in understanding and meeting the needs of high risk students and students needing challenge based on the previous year’s growth performance data;
   o Provides supplemental resources to the school to meet the needs of all students.

3. Becomes systematic in creating a focused and systemic organization that is fully engaged in addressing the District’s strategic achievement goals:
   o Articulates and ensures fidelity to the District’s vision, mission and beliefs;
Ensures consistent focus on the District’s goals and initiatives district-wide;
Provides support, professional development, monitoring and accountability to the District’s goals and initiatives;
Develops communication strategies district-wide in support of the above practices;
Promotes and grows understanding of best leadership and instruction in order to support improvement in daily practice in every classroom;
Conducts a series of meetings with key District staff to foster their understanding about Response to Intervention (RtI) and their commitment to the improvement strategies;
Conducts principal and leadership meetings to foster learning and observe the improvement activities and school progress and to establish regular communication about the school improvement efforts;
Identifies funding sources for expanding and sustaining improvement programs and services across all schools in the district.

**Strategies: If the School does…**

1. Understands and implements the district’s curriculum with effective research and standards-based instructional strategies including:
   - Ensures effective standards-based instruction focused on essential learning outcomes;
   - Consistently uses student performance data to inform instruction;
   - Continues to implement the PLC model to collaborate regarding high yield performance strategies that will support at risk individual student success;
   - Provides early interventions to students;
   - Participates in professional development including training, teacher and leader coaching, monitoring and collaborative practices.

2. Provides opportunities for students to access a variety of alternative learning opportunities including:
   - Individual monitoring of student progress to identify students at risk for dropping out;
   - Supplemental classes, instruction or individual support in identified learning deficits;
   - Alternative schedules to meet individual needs;
   - Opportunities for increased co-curricular participation;
   - Opportunities to access challenging or higher level classes;
o Researches, reviews and implements programs and practices that support engagement and involvement of students at risk and students needing additional challenges;
o Provides parents with information about the growth model and individual student performance.

3. Ensures high expectations and a sense of urgency that all students will make at least one year’s growth; low performing students will make more than one year’s growth with strategies that focus on targeted students that include:
o Development of the RtI process to include high performing Problem Solving Teams that review summative and formative data and support intervention for the most needy students in the school;
o Reviews and implements practices that increase engagement, participation, involvement, and motivation of students;
o Creates pacing guides to support articulation of goals around student learning and skills acquisition;
o Implements researched-based intervention strategies that support early intervention for low and high performing students;
o Continues to implement and refine the PLC model to encourage effective use of data and best practice around instruction;
o Provides parents with individual student information regarding the CSAP growth model and each student’s annual growth progress.

Results Indicators:
o Higher achievement by all students with improvement in overall growth data by all student populations and subgroups
o Reduction in the yearly dropout rate
o Increased attendance by at risk students
o Higher rate of graduation

Sources of Data to Monitor:
o School specific achievement data
o Attendance rates
o Dropout data
o Graduation rate
- CSAP growth data
- CSAP proficiency data
- Language development data
- Discipline Data
- Annual student growth data

**Individuals Responsible:**
- Executive Director of Elementary Schools
- Director of Priority Schools
- Director of Professional Development
- High School Principal
- Elementary Principal
- Elementary School teaching staff
- High School teaching staff
- Gap provider (America’s Choice)