

<b>Target Area for Improvement</b> Maximize learning and achievement; close the achievement gap			<b>Rationale</b> The majority of our students are not yet proficient on reading, writing, and math CSAP. We have an achievement gap between our White and Hispanic students, and between our male and female students.		
1. Increase by 3 points on the weighted index for all students in all grade levels in reading, writing, and math. 2. Decrease the achievement gap between White and Hispanic students, and between males and females, by 3 weighted index score points at each grade level in reading, writing, and math. 3. Increase enrollment of non-ELL minority students in advanced literature by 10 percentage points. 4. Reduce the percentage of special education students scoring unsatisfactory in reading and math by 10 percent.			<b>Baseline Data</b> See attached: 2002 CSAP Weighted Indices, Disaggregated by School, Grade, Content Area, Ethnicity, Gender, ELL, FRL, and SPED		
<b>Action/Reform Strategies</b> Coherent, school wide, focused and intensive	<b>Assessments Evaluation Documentation</b> Based on a reliable and valid body of evidence	<b>Timeline</b> Planning cycle for continuous improvement	<b>Who's Responsible</b> State, district, buildings	<b>Resources</b> Research validated, philosophically supported and used by all teachers and supported by district	<b>Professional Development</b> Standards-based, data driven, job embedded, discipline focused and sustained over time
Placement of students scoring below proficient on CSAP reading into literacy lab	QRIs, CSAP by standard, ILP goals, SDRT	Continuous	Literacy coach	Multi-sensory reading, SOAR, 1 <sup>st</sup> Steps	Training for literacy teachers
Incorporate reading comprehension strategies into all content classes	CSAP by standard, classroom observations	Continuous	Principal	SIOP model as a unifying framework for the reading strategies that were presented last school year	Training for all teachers during professional development days and support from literacy coach
Provide teachers with performance level on CSAP of students in their classes		October 2004	Literacy Coach	District assessment office	

Placement of 6 <sup>th</sup> and 7 <sup>th</sup> graders scoring unsatisfactory into math workshop	CSAP	Fall 04	Math teachers	Appealed FTE	
Differentiation of instruction to meet the needs of different learners	CSAP performance, classroom observation	Continuous	Principal	SIOP model as instructional framework for all classes	Training for all teachers during professional development days
AVID classes reflect ethnic composition of school so that minority student achievement at high levels is supported	Data on AVID enrollment, ethnic composition of advanced classes	Continuous	AVID coordinator	AVID model	Training for all teachers during professional development days
AVID strategies used throughout the school	Student Organizational Procedures document	Fall 04	Principal	AVID model	Coordination with teams
Intervention plans for high needs students	Student grades	Continuous	School psychologist	Research-based intervention strategies	Coordination with teams
Analysis and change if appropriate programming of special education students scoring unsatisfactory in reading and math	CSAP IEPs	October 2004	Special education, literacy, and math teachers	Literacy coach, special education coordinator	