

Improvement Plan for African American Student Achievement (2019/20)

	Data Statement	Growth Target(s)	Strategy	Timeline	Performance Management
3rd Grade Reading Proficiency	In 2018 our African American student group at Grade 3 (24.9% Meeting and Exceeding standards) is significantly below the district overall average (37.7% Meeting and Exceeding Standards) on the CAASPP English Language Arts assessment.	On the 2020 CAASPP English Language Arts assessment, our Grade 3 African American student group will indicate a positive change of at least 10 percentage points.	<p>Professional Learning</p> <ol style="list-style-type: none"> 1) Increase the skill and knowledge of teachers in the teaching of fundamental literacy skills and comprehension. 2) Increase the skill and knowledge of teachers and school leaders in the use of formative and summative data to adjust classroom instruction to meet the needs of all students. 3) Provide training in <i>Culturally Responsive Pedagogy</i> for teachers and school leaders to incorporate culturally relevant instructional strategies into daily instruction. <p>Progress Monitoring</p> <ol style="list-style-type: none"> 4) Opportunity Gap Specialists and support staff will monitor student progress, provide formative data, and identify and target students for increased/improved in-class and out-of-class supports. 	<p><u>April 2019—June 2019</u></p> <p>Root Cause Analysis Protocol (<i>Empathy Interviews, Classroom Observation, Data Analysis, Survey, Focus Groups, other</i>)</p> <p><u>July 2019—June 2020</u></p> <p>Plan Implementation</p>	<p>Teacher evaluation of early literacy and culturally responsive pedagogy professional learning opportunities.</p> <p>Audit of Opportunity Gap Specialist Coaching Logs.</p> <p>Focused quarterly walkthroughs to monitor implementation of effective early literacy skills and use of culturally responsive pedagogy.</p> <p>District monitoring of Grade 3 Developmental Reading Assessment (DRA) and Grade 3 ELA Benchmark scores.</p>

Improvement Plan for African American Student Achievement (2019/20)

	Data Statement	Growth Target(s)	Strategy	Timeline	Performance Management
4th, 5th, & 8th Grade Math	<p>African American student groups at Grade 4 (16.8%), Grade 5, (10.0%), and Grade 8 (14.4%) are significantly below the district overall averages for Meeting and Exceeding Standards on the 2018 CAASPP Mathematics assessment.</p> <p>The District averages are: Grade 4 (28.6%), Grade 5 (20.0%) Grade 8 (26.6%)</p>	<p>On the 2020 CAASPP Mathematics assessment, our Grade 4, Grade 5 and Grade 8 African American student group will indicate a positive change of at least 10 percentage points in each grade level.</p>	<p>Professional Learning</p> <ol style="list-style-type: none"> 5) Provide training to teachers on the District’s scope of sequence in math content and delivery strategies. 6) Provide training to teachers to increase structured collaboration time during class to increase student engagement. 7) Provide training to teachers in the use of <i>Universal Design for Learning</i> (UDL) to increase student learning outcomes. 8) Provide training in <i>Culturally Responsive Pedagogy</i> for teachers and school leaders to incorporate culturally relevant instructional strategies into daily instruction. 9) Increase the skill and knowledge of teachers and school leaders in the use of formative and summative data to improve instructional decision-making. <p>Progress Monitoring</p> <ol style="list-style-type: none"> 10) Opportunity Gap Specialists (OGS) and support staff will monitor student progress, provide formative data, and identify and target students for increased/improved in-class and out-of-class supports. <p>Student Support</p> <ol style="list-style-type: none"> 11) Facilitate student focus groups in 8th grade to solicit the perspectives of students about their needs for use in the design of student supports. 12) Implement student portfolios for progress-monitoring and collaborative goal setting. 	<p><u>April 2019—June 2019</u></p> <p>Root Cause Analysis Protocol (<i>Empathy Interviews, Classroom Observation, Data Analysis, Survey, Focus Groups, other</i>)</p> <p><u>July 2019—June 2020</u></p> <p>Plan Implementation</p>	<p>Teacher evaluation of mathematics, Universal Design for Learning (UDL), and culturally responsive pedagogy professional learning opportunities.</p> <p>Focused quarterly walkthroughs to monitor implementation of effective mathematics instruction, Universal Design for Learning (UDL), and culturally responsive pedagogy.</p> <p>District monitoring of Grade 4, 5 and 8 Mathematics Benchmark scores.</p>

Improvement Plan for African American Student Achievement (2019/20)

	Data Statement	Growth Target(s)	Strategy	Timeline	Performance Management
9th Grade A-G Course Completion	<p>In 2018, for the Integrated 1 Math course, the average success rate was 59.4% (1809/3046).</p> <p>For our African American student group, the average success rate for Integrated 1 Math course was 48.9% (152/310).</p>	<p>The African American student group will increase the percentage of students receiving an A, B, or C grade in Integrated 1 by 8 percentage points or more by June 2020.</p>	<p>Professional Learning</p> <ul style="list-style-type: none"> 13) Provide training to teachers on effective student grading and feedback to improve course passage rates. 14) Provide training to teachers to increase structured collaboration time during class to increase student engagement. 15) Provide training in <i>Culturally Responsive Pedagogy</i> for teachers and school leaders to incorporate culturally relevant instructional strategies into daily instruction. 16) Increase the skill and knowledge of teachers and school leaders in the use of formative and summative data to improve instructional decision-making. <p>Student Support</p> <ul style="list-style-type: none"> 17) Academic planning & monitoring for every student entering 9th grade. 18) A-G/college knowledge meetings with counselors/students/parents at 8th grade-end/9th beginning. 19) Counselors will conduct progress checks with students during the 10th & 15th weeks of school and implement appropriate interventions. 20) Implement student portfolios for progress-monitoring beginning in 9th grade. 21) Enroll failing students in A-G approved credit recovery courses to recapture credits. 22) Identify students for enrollment in CTE pathways. 23) Identify at-risk students in the spring of 8th grade for targeted interventions in math during the summer. 	<p><u>April 2019—June 2019</u></p> <p>Root Cause Analysis Protocol (<i>Empathy Interviews, Classroom Observation, Data Analysis, Survey, Focus Groups, other</i>)</p> <p><u>July 2019—June 2020</u></p> <p>Plan Implementation</p>	<p>District monitoring of grade 9 progress reports in Integrated for each high school with summary reporting and school-based action plans for student success in completing courses successfully.</p>

Improvement Plan for African American Student Achievement (2019/20)

	Data Statement	Growth Target(s)	Strategy	Timeline	Performance Management
Parity & Support in Accelerated Programs	In 2018, the District lacked parity in enrollment and participation among African American students in accelerated programs and services.	By 2020, African American enrollment and participation in Early Childhood and High School Accelerated Programs will meet or exceed the District's percentages of enrolled African American students.	<p>Professional Learning</p> <p>24) Provide training to teachers and support staff in <i>Cultural Proficiency</i> to improve/increase the identification of giftedness and academic potential among African American students.</p> <p>Student Supports</p> <p>25) Increase/improve enrollment & marketing efforts for all early education (<i>TK, Vanguard, Pre-school, Child Development, Full-Day Kinder, Magnet programs & Dual Language</i>), and High School accelerated programs (<i>IB, AP, Honors, Pathways, Clubs, AVID, Dual Language, Middle College, Richardson, & Rodriguez</i>).</p> <p>26) Provide workshops, study trips, presentations, mentorship, and progress-monitoring to students focused on increasing student self-efficacy; resiliency; access; opportunity; and success in accelerated programs and services.</p> <p>27) Create student support systems to foster success in accelerated programs and services (<i>early intervention, tutoring, cross-grade mentoring, extended or beyond the boundaries learning experiences</i>).</p> <p>28) Revise the District's Board policies on entrance requirements for magnet programs and accelerated schools to increase access and opportunity.</p>	<p><u>April 2019—June 2019</u></p> <p>Root Cause Analysis Protocol (<i>Empathy Interviews, Classroom Observation, Data Analysis, Survey, Focus Groups, other</i>)</p> <p><u>July 2019—June 2020</u></p> <p>Plan Implementation</p>	<p>Teacher evaluation of professional learning opportunities in <i>Cultural Proficiency</i>.</p> <p>District monitoring student enrollment in Early Child Development and High School Accelerated Programs.</p> <p>District monitoring of benchmarks, course grades, and other indicators of student success.</p>

Improvement Plan for African American Student Achievement (2019/20)

	Data Statement	Growth Target(s)	Strategy	Timeline	Performance Management
Family Engagement	Sufficient and meaningful opportunities to engage parents of African American students is inconsistent at the school and District level.	Meaningfully engage parents of African American students at the classroom, school, and District level.	<p>Family Engagement</p> <p>29) Provide trainings, workshops, and inspirational speakers for families on topics related to building "college knowledge," student resiliency, recognition of student success, and supports for student success.</p> <p>30) Re-purpose the objective of school-based APACs to increase meaningful participation and engagement of parents of African American students.</p> <p>31) Increase parent awareness of available District programs, services, and resources.</p> <p>32) Improve teacher use of Aeries grade book to increase parent engagement.</p> <p>33) Revise the District's Board TIIP Policy to reflect the State's testing and accountability system, as well as the District's programs and services.</p> <p>34) Monitor opportunity, access, and performance indicators for students by providing regular reports to the Cabinet, principals, DAAAC, and AAPACs, to better inform and increase awareness of the academic performance and behavioral outcomes of African American students.</p> <p>35) Conduct surveys and focus groups with parents of African American students to solicit the perspectives, input, and recommendations of parents related to the achievement and well-being of African American students.</p>	<p><u>April 2019—June 2019</u></p> <p>Root Cause Analysis Protocol (<i>Empathy Interviews, Classroom Observation, Data Analysis, Survey, Focus Groups, other</i>)</p> <p><u>July 2019—June 2020</u></p> <p>Plan Implementation</p>	<p>Parent evaluation of trainings, workshops and opportunities to hear inspirational speakers.</p> <p>Review of school-based APAC agendas with a school by school summary provided to Cabinet for review.</p> <p>Quarterly reporting on the number and percentage of families with Aeries Parent Portal accounts at each school (middle and high schools).</p> <p>Annual sharing of disaggregated family engagement survey results.</p>

Improvement Plan for African American Student Achievement (2019/20)

Strategy Outline by FOCUS AREA

Focus Area	Strategy Number	Strategy	Activity Type	Department
3rd Gr Reading	1	Increase the skill and knowledge of teachers in the teaching of fundamental literacy skills and comprehension.	Professional Learning	Elementary Education
3rd Gr Reading	2	Increase the skill and knowledge of teachers and school leaders in the use of formative and summative data to adjust classroom instruction to meet the needs of all students.	Professional Learning	Elementary Education & AET
3rd Gr Reading	3	Provide training in <i>Culturally Responsive Pedagogy</i> for teachers and school leaders to incorporate culturally relevant instructional strategies into daily instruction.	Professional Learning	Elementary Education & ETSA
3rd Gr Reading	4	Opportunity Gap Specialists and support staff will monitor student progress, provide formative data, and identify and target students for increased/improved in-class and out-of-class supports.	Progress Monitoring	ETSA & AET
4th, 5th, 8th Gr Math	5	Provide training to teachers on the District's scope of sequence in math content and delivery strategies.	Professional Learning	Elementary & Secondary Education
4th, 5th, 8th Gr Math	6	Provide training to teachers to increase structured collaboration time during class to increase student engagement.	Professional Learning	Elementary & Secondary Education
4th, 5th, 8th Gr Math	7	Provide training to teachers in the use of Universal Design for Learning (UDL) to increase student learning outcomes.	Professional Learning	Elementary & Secondary Education
4th, 5th, 8th Gr Math	8	Provide training in <i>Culturally Responsive Pedagogy</i> for teachers and school leaders to incorporate culturally relevant instructional strategies into daily instruction.	Professional Learning	Elementary Education, Secondary Education, & ETSA
4th, 5th, 8th Gr Math	9	Increase the skill and knowledge of teachers and school leaders in the use of formative and summative data to improve instructional decision-making.	Professional Learning	Elementary, Secondary Education, & AET
4th, 5th, 8th Gr Math	10	Opportunity Gap Specialists (OGS) and support staff will monitor student progress, provide formative data, and identify and target students for increased/improved in-class and out-of-class supports.	Progress Monitoring	ETSA & AET
4th, 5th, 8th Gr Math	11	Facilitate student focus groups in 8th grade to solicit the perspectives of students about their needs for use in the design of student supports.	Progress Monitoring	ETSA
4th, 5th, 8th Gr Math	12	Implement student portfolios in the 8th grade for progress-monitoring and collaborative goal setting.	Student Support	Secondary Education & SWSS
9th Gr A-G Course Completion	13	Provide training to teachers on effective student grading and feedback to improve course passage rates.	Professional Learning	Secondary Education

Improvement Plan for African American Student Achievement (2019/20)

Strategy Outline by FOCUS AREA

Focus Area	Strategy Number	Strategy	Activity Type	Department
9th Gr A-G Course Completion	14	Provide training to teachers to increase structured collaboration time during class to increase student engagement.	Professional Learning	Secondary Education
9th Gr A-G Course Completion	15	Provide training in <i>Culturally Responsive Pedagogy</i> for teachers and school leaders to incorporate culturally relevant instructional strategies into daily instruction.	Professional Learning	Secondary Education & ETSA
9th Gr A-G Course Completion	16	Increase the skill and knowledge of teachers and school leaders in the use of formative and summative data to improve instructional decision-making.	Professional Learning	Secondary Education & AET
9th Gr A-G Course Completion	17	Academic planning & monitoring for every student entering 9th grade.	Student Support	Secondary Education & SWSS
9th Gr A-G Course Completion	18	A-G/college knowledge meetings with counselors/students/parents at 8th grade-end/9th beginning.	Student Support	Secondary Education & SWSS
9th Gr A-G Course Completion	19	Counselors will conduct progress checks with students during the 10 th & 15 th weeks of school and implement appropriate interventions.	Progress Monitoring	Secondary Education & SWSS
9th Gr A-G Course Completion	20	Implement student portfolios for progress-monitoring beginning in 9th grade.	Student Support	Secondary Education & SWSS
9th Gr A-G Course Completion	21	Enroll failing students in A-G approved credit recovery courses to recapture credits.	Student Support	Secondary Education & SWSS
9th Gr A-G Course Completion	22	Identify students for enrollment in CTE pathways.	Student Support	Secondary Education & SWSS
9th Gr A-G Course Completion	23	Identify at-risk students in the spring of 8th grade for targeted interventions in math during the summer.	Student Support	Secondary Education & AET
Parity/Support in Accelerated Programs	24	Provide training to teachers and support staff in Cultural Proficiency to improve/increase the identification of giftedness and academic potential among African American students.	Professional Learning	Secondary Education & ETSA
Parity/Support in Accelerated Programs	25	Increase/improve enrollment & marketing efforts for all early education (<i>TK, Vanguard, Pre-school, Child Development, Full-Day Kinder, Magnet programs & Dual Language</i>), and High School accelerated programs (<i>IB, AP, Honors, Pathways, Clubs, AVID, Dual Language, Middle College, Richardson, & Rodriguez</i>).	Student Support	Elementary Education, Secondary Education, & Child Development
Parity/Support in Accelerated Programs	26	Provide workshops, study trips, presentations, mentorship, and progress-monitoring to students focused on increasing student self-efficacy; resiliency; access; opportunity; and success in accelerated programs and services.	Student Support	ETSA

Improvement Plan for African American Student Achievement (2019/20)

Strategy Outline by FOCUS AREA

Focus Area	Strategy Number	Strategy	Activity Type	Department
Parity/Support in Accelerated Programs	27	Create student support systems to foster success in accelerated programs and services (early intervention, tutoring, cross-grade mentoring, extended or beyond the boundaries learning experiences).	Student Support	Elementary Education, Secondary Education
Parity/Support in Accelerated Programs	28	Revise the District's Board policies on entrance requirements for magnet programs and accelerated schools to increase access and opportunity	Student Support	Secondary Education
Family Engagement	29	Provide trainings, workshops, and inspirational speakers for families on topics related to building "college knowledge," student resiliency, recognition of student success, and supports for student success.	Family Engagement	Secondary Education, ETSA, & SWSS
Family Engagement	30	Re-purpose the objective of school-based APACs to increase meaningful participation and engagement of parents of African American students.	Family Engagement	ETSA
Family Engagement	31	Increase parent awareness of available District programs, services, and resources.	Family Engagement	Elementary Education, Secondary Education, ETSA, & Communications
Family Engagement	32	Improve teacher use of Aeries grade book to increase parent engagement.	Progress Monitoring	Secondary Education
Family Engagement	33	Revise the District's Board TIIP Policy to reflect the State's testing and accountability system, as well as the District's programs and services.	Family Engagement	ETSA
Family Engagement	34	Monitor opportunity, access, and performance indicators for students by providing regular reports to the Cabinet, principals, DAAAC, and AAPACs, to better inform and increase awareness of the academic performance and behavioral outcomes of African American students.	Progress Monitoring	ETSA & AET
Family Engagement	35	Conduct surveys and focus groups with parents of African American students to solicit the perspectives, input, and recommendations of parents related to the achievement and well-being of African American students.	Family Engagement	ETSA

Improvement Plan for African American Student Achievement (2019/20)

Strategy Outline by ACTIVITY TYPE

Focus Area	Strategy Number	Strategy	Activity Type	Department
4th, 5th, 8th Gr Math	12	Implement student portfolios in the 8th grade for progress-monitoring and collaborative goal setting.	Student Support	Secondary Education & SWSS
9th Gr A-G Course Completion	17	Academic planning & monitoring for every student entering 9th grade.	Student Support	Secondary Education & SWSS
9th Gr A-G Course Completion	18	A-G/college knowledge meetings with counselors/students/parents at 8th grade-end/9th beginning.	Student Support	Secondary Education & SWSS
9th Gr A-G Course Completion	20	Implement student portfolios for progress-monitoring beginning in 9th grade.	Student Support	Secondary Education & SWSS
9th Gr A-G Course Completion	21	Enroll failing students in A-G approved credit recovery courses to recapture credits.	Student Support	Secondary Education & SWSS
9th Gr A-G Course Completion	22	Identify students for enrollment in CTE pathways.	Student Support	Secondary Education & SWSS
9th Gr A-G Course Completion	23	Identify at-risk students in the spring of 8th grade for targeted interventions in math during the summer.	Student Support	Secondary Education & AET
Parity/Support in Accelerated Programs	25	Increase/improve enrollment & marketing efforts for all early education (<i>TK, Vanguard, Pre-school, Child Development, Full-Day Kinder, Magnet programs & Dual Language</i>), and High School accelerated programs (<i>IB, AP, Honors, Pathways, Clubs, AVID, Dual Language, Middle College, Richardson, & Rodriguez</i>).	Student Support	Elementary Education, Secondary Education, & Child Development
Parity/Support in Accelerated Programs	26	Provide workshops, study trips, presentations, mentorship, and progress-monitoring to students focused on increasing student self-efficacy; resiliency; access; opportunity; and success in accelerated programs and services.	Student Support	ETSA
Parity/Support in Accelerated Programs	27	Create student support systems to foster success in accelerated programs and services (early intervention, tutoring, cross-grade mentoring, extended or beyond the boundaries learning experiences).	Student Support	Elementary Education, Secondary Education
Parity/Support in Accelerated Programs	28	Revise the District's Board policies on entrance requirements for magnet programs and accelerated schools to increase access and opportunity	Student Support	Secondary Education
3rd Gr Reading	4	Opportunity Gap Specialists and support staff will monitor student progress, provide formative data, and identify and target students for increased/improved in-class and out-of-class supports.	Progress Monitoring	ETSA & AET

Improvement Plan for African American Student Achievement (2019/20)

Strategy Outline by ACTIVITY TYPE

Focus Area	Strategy Number	Strategy	Activity Type	Department
4th, 5th, 8th Gr Math	10	Opportunity Gap Specialists (OGS) and support staff will monitor student progress, provide formative data, and identify and target students for increased/improved in-class and out-of-class supports.	Progress Monitoring	ETSA & AET
4th, 5th, 8th Gr Math	11	Facilitate student focus groups in 8th grade to solicit the perspectives of students about their needs for use in the design of student supports.	Progress Monitoring	ETSA
9th Gr A-G Course Completion	19	Counselors will conduct progress checks with students during the 10 th & 15 th weeks of school and implement appropriate interventions.	Progress Monitoring	Secondary Education & SWSS
Family Engagement	32	Improve teacher use of Aeries grade book to increase parent engagement.	Progress Monitoring	Secondary Education
Family Engagement	34	Monitor opportunity, access, and performance indicators for students by providing regular reports to the Cabinet, principals, DAAAC, and AAPACs, to better inform and increase awareness of the academic performance and behavioral outcomes of African American students.	Progress Monitoring	ETSA & AET
3rd Gr Reading	1	Increase the skill and knowledge of teachers in the teaching of fundamental literacy skills and comprehension.	Professional Learning	Elementary Education
3rd Gr Reading	2	Increase the skill and knowledge of teachers and school leaders in the use of formative and summative data to adjust classroom instruction to meet the needs of all students.	Professional Learning	Elementary Education & AET
3rd Gr Reading	3	Provide training in <i>Culturally Responsive Pedagogy</i> for teachers and school leaders to incorporate culturally relevant instructional strategies into daily instruction.	Professional Learning	Elementary Education & ETSA
4th, 5th, 8th Gr Math	5	Provide training to teachers on the District's scope of sequence in math content and delivery strategies.	Professional Learning	Elementary & Secondary Education
4th, 5th, 8th Gr Math	6	Provide training to teachers to increase structured collaboration time during class to increase student engagement.	Professional Learning	Elementary & Secondary Education
4th, 5th, 8th Gr Math	7	Provide training to teachers in the use of Universal Design for Learning (UDL) to increase student learning outcomes.	Professional Learning	Elementary & Secondary Education
4th, 5th, 8th Gr Math	8	Provide training in <i>Culturally Responsive Pedagogy</i> for teachers and school leaders to incorporate culturally relevant instructional strategies into daily instruction.	Professional Learning	Elementary Education, Secondary Education, & ETSA
4th, 5th, 8th Gr Math	9	Increase the skill and knowledge of teachers and school leaders in the use of formative and summative data to improve instructional decision-making.	Professional Learning	Elementary, Secondary Education, & AET

Improvement Plan for African American Student Achievement (2019/20)

Strategy Outline by ACTIVITY TYPE

Focus Area	Strategy Number	Strategy	Activity Type	Department
9th Gr A-G Course Completion	13	Provide training to teachers on effective student grading and feedback to improve course passage rates.	Professional Learning	Secondary Education
9th Gr A-G Course Completion	14	Provide training to teachers to increase structured collaboration time during class to increase student engagement.	Professional Learning	Secondary Education
9th Gr A-G Course Completion	15	Provide training in <i>Culturally Responsive Pedagogy</i> for teachers and school leaders to incorporate culturally relevant instructional strategies into daily instruction.	Professional Learning	Secondary Education & ETSA
9th Gr A-G Course Completion	16	Increase the skill and knowledge of teachers and school leaders in the use of formative and summative data to improve instructional decision-making.	Professional Learning	Secondary Education & AET
Parity/Support in Accelerated Programs	24	Provide training to teachers and support staff in Cultural Proficiency to improve/increase the identification of giftedness and academic potential among African American students.	Professional Learning	Secondary Education & ETSA
Family Engagement	29	Provide trainings, workshops, and inspirational speakers for families on topics related to building "college knowledge," student resiliency, recognition of student success, and supports for student success.	Family Engagement	Secondary Education, ETSA, & SWSS
Family Engagement	30	Re-purpose the objective of school-based APACs to increase meaningful participation and engagement of parents of African American students.	Family Engagement	ETSA
Family Engagement	31	Increase parent awareness of available District programs, services, and resources.	Family Engagement	Elementary Education, Secondary Education, ETSA, & Communications
Family Engagement	33	Revise the District's Board TIIP Policy to reflect the State's testing and accountability system, as well as the District's programs and services.	Family Engagement	ETSA
Family Engagement	35	Conduct surveys and focus groups with parents of African American students to solicit the perspectives, input, and recommendations of parents related to the achievement and well-being of African American students.	Family Engagement	ETSA