

Eliminating the Achievement Gap Procedures

The board directs action to mitigate inequities that impact educational success in order to eliminate the achievement gap that exists among student populations at all grade levels. Eliminating this achievement gap is critical to preserving our democracy and providing all students with the skills needed for economic self-sufficiency and the opportunity to realize academic potential.

In addressing this achievement gap, the board confronts the inequitable educational beginnings of its district students, responding by providing for them equal opportunities and an equitable distribution of resources for program support. The district will develop interrelated strategies to equitably allocate resources, in order that under-performing students can have their academic progress accelerated. These strategies may include, but are not limited to:

1. Changing Beliefs and Attitudes

- 1.1 genuine caring by teachers and administrators;
- 1.2 high expectations by all K-12 staff;
- 1.3 efficacy (teachers' own belief in their own capacity to succeed in teaching students);
- 1.4 professional development to build confidence; and
- 1.5 collaborative planning time for teachers.

2. Cultural Responsiveness

- 2.1 understanding of learner's frame of reference; and
- 2.2 teachers' need to be culturally responsive with content and skills.

3. Greater Opportunities to Learn

- 3.1 extended learning time;
- 3.2 rigorous curriculum at all levels; and
- 3.3 expanded access for all students in enriched and varied programs, such as project learning.

4. Effective Instruction

- 4.1 research-based instructional strategies;
- 4.2 learning with understanding;
- 4.3 alignment of curriculum, instruction, and assessment with state standards;
- 4.4 frequent monitoring of learning and teaching going on in all classrooms;
- 4.5 supportive learning environment;
- 4.6 connection of content to outcomes; and
- 4.7 relevancy for all students.

5. Promoting Family and Community Involvement

- 5.1 Parents encouraging learning at home;
- 5.2 Parents expressing high expectations;
- 5.3 Community support with extended educational opportunities for lower-achieving students; and
- 5.4 More parent volunteering opportunities.

6. Using Data as Decision Making

6.1 ability to analyze data, making data available in useful formats.

7. Reallocating Resources

7.1 every resource and activity within the school aligned with district vision, goals and targets.

8. Principal Leadership

8.1 instructional leadership practiced, rather than a management mentality.

9. Coordinated Central Office Support

9.1 alignments of all areas of district support departments to the district vision, goals and targets.

The district imperative of closing the achievement gap will be regarded as a system-wide effort, so that the entire district marshals its resources, resulting in high academic achievement for all students.

Date:
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