

Examples of Goals, Gap Statements and Analysis, Objectives, Strategies & Activities

*Not intended to represent a fully developed
District Improvement Plan*

District Improvement Plan:

District 1 Example

Goal Area: ELA: Reading

Student Goal Statement: All students will increase their reading proficiency across the content areas.

Gap Statement:

Elementary –

The following gap areas were identified on the Fall MEAP ELA tests:

- Third Grade- In reading 8% of all students scored not proficient or partially proficient.
- Fourth Grade- In reading 13% and in writing 20% of the students scored not proficient or partially proficient.
- Fifth Grade- In reading 12% of the students scored not proficient or partially proficient.

Subgroups performing below other students:

- *Native American students* are performing below other students in reading as follows: In 3rd grade, the achievement gap between Native American students and non-Native American students is 8%. In 4th grade, the achievement gap is 4% and in 5th grade, it is 20%.
- *Economically disadvantaged students* are performing below non-economically advantaged students in reading as follows: In 3rd grade, the achievement gap between ED students and non-ED students is 12%. In 4th grade, the achievement gap is 9%, and in 5th grade, it is 8%.
- *Students with disabilities* are performing below students without disabilities in reading as follows: In 3rd grade, the achievement gap between students with disabilities and students without disabilities is 45%. In 4th grade, the achievement gap is 53% and in 5th grade, it is 57%.
- *English Learners (ELs)* are performing below *non-English Learners students* in reading as follows: In 3rd grade, the achievement gap between English

Learners and non-English Learners is 44%. In 4th grade, the achievement gap is 48%, and in 5th grade, it is 38%.

- *Males are performing below females* in reading as follows: In 4th grade, the achievement gap between males and females is 7%, and in 5th grade, it is 14%. There is no significant achievement gap in 3rd grade between males and females.
- *Migrant* students are performing below *non-migrant* students. While the district has less than 10 students per grade level at 3, 4, 5, as a 3-5th grade group, migrant students are performing 56% below their non-migrant peers.

Middle School –

State standardized test results for grades 6, 7, 8 in language arts reading show an achievement gap of 40 or more percent between *special education students and non-special education students*.

State standardized test results for grades 6, 7, 8 in language arts reading show an achievement gap of 13 or more percentage points between *non-economically disadvantaged and economically disadvantaged socio-economic students*.

State standardized test results for grades 6, 7, 8 in language arts reading show an achievement gap of 30 or more percentage points were noted between *English Learners and non-English Learners*.

High School –

While MME scores have increased in nearly all areas, *students with disabilities'* reading scores declined by almost 10%, and had an achievement gap of 53% between students with disabilities and students without disabilities. The achievement gap between English learners and non-English learners was 36%

Alternative Facility –

The percent of Title I-D students who demonstrate proficiency on the MME reading test are considerably below state average scores and state ELA targets. In addition, item analyses show students generally earn less than 50 of total points possible in each reading domain area.

Cause for Gap:

Elementary Level: Lack of proficiency in comprehension as it relates to various forms of informational text.

Middle School 6-8: Primary areas of weakness for reading are fluency; grade level comprehension; grade level academic vocabulary.

High School 11-12: The primary areas of weakness for students with disabilities and English Learners include reading fluency, vocabulary deficiencies, and challenges in the use of reasoning/higher order thinking skills, including summarizing, compare and contrast, and cause and effect.

Alternative Facility: Primary areas of weakness for reading are independent reading, meaning beyond literal levels, and strategy development.

Multiple measures/sources of data you used to identify this gap in student achievement:

List all measures.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

List all measures.

(Note for grade levels and subgroups identified an objective with specific strategies and detailed activities should be provided-see examples that follow)

Objective 1.0: The district will increase the number of K-5 students scoring proficient in reading by at least 5% as measured by the state or local assessments at each grade level.

Strategy: Teachers will use interactive activities to engage students in the content areas using metacognitive and cognitive strategies.

Activity: Provide 3 day professional development and follow up collaborative discussions to all elementary teachers in the area of metacognitive strategies.

Strategy: Title I teachers will provide small group instruction during intervention time focusing on the application of strategies to informational text relevant to the named subgroups. [Insert specific subgroups.]

Activity: Purchase leveled informational books relevant to the subgroup populations experiencing gaps. [Insert specific subgroups.]

Objective 1.1: The district will increase the number of English Learners scoring proficient in reading by 8% as measured by the MEAP/MME/MI Access at each grade level.

Strategy: Teachers will use metacognitive strategies to engage students in retelling and summarizing information in small groups with certified Bilingual/ESL teachers through the alternative language program.

Activity: Purchase leveled informational and narrative books correlated to students' English language proficiency that are aligned with the ELA and English Language Proficiency (ELP) standards.

Activity: All staff will use Thinking Maps for English Learners - Pathway to Proficiency and other scaffolding and organizational aides involving cause and effect, and compare and contrast in daily lessons, as appropriate.

Objective 1.2: The district will significantly increase Title I-D students' reading proficiency proportionally to the time spent receiving the transitional services and measured by local assessments.

Strategy: Tutors will provide additional instruction in the seven key comprehension strategies to Title I-D students.

Activity: The district will acquire software for computer assisted instruction during the tutoring sessions.

Strategy: The district will engage the community in providing a mentor for the Title I-D students for assistance in developing social skills for functioning successfully as students transition to school, community and employment.

Activity: The district will recruit community mentors from different professions and provide mentor training.

Objective 1.3: The district will increase migrant students reading scores by 8% as measured local and/or state assessments.

Strategy: Migrant teachers will use academic language vocabulary lists to build a common vocabulary base that increases comprehension in the four core subject areas.

Activity: Migrant teachers, with collaboration from the general education staff, will create subject specific, academic vocabulary lists that will be shared with all staff, parents and students.

Strategy: Migrant teachers will provide parent outreach workshops on how to use the vocabulary in home conversations to build oral language.

Activity: Purchase instructional materials for parents to use in vocabulary development at home.

Strategy: A migrant counselor/social worker will provide services specific to the area of migrant student's need: social/emotional, transitional and connection to community resources.

**This is a sample. A district could add additional objectives, strategies/activities which focus directly on each subgroup as needed.*

District Improvement Plan:

District 2 Example

Goal Area: Math

Student Goal Statement: All students will meet or exceed state standards in math.

Gap Statement:

Based upon a review of student achievement data and the percentage of students proficient on the latest MEAP and MME math tests, 84% of 3rd through 11th grade students score at or above the proficiency target , while 65% of the district's migrant students score at or above the proficiency target.

Cause for Gap:

Data analysis from MEAP/MME and supported by district common assessments has identified the following areas as the primary cause for the gap at the district level across all subgroups, K-11th. The gaps were caused by a lack of proficiency in the areas of Numbers and Operations, and Probability (primarily in grade 5 and higher). Administrator 'walk-through' data also indicate that more intervention efforts are being placed in the English language arts areas of reading and writing, and not math.

The district adopted a new curriculum during the past year. Systemic professional developed is planned, and the new curriculum is not yet fully implemented.

Multiple measures/sources of data you used to identify this gap in student achievement:

List all measures.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

List all measures.

Objective 1.0: The achievement gaps between the proficiency levels of students within the identified subgroups will decrease by at least 10% annually on state or local math assessments at each grade level. [Subgroups: students with disabilities, African American students, Hispanic students, economically disadvantaged students and English learners]

Strategy: Teachers will use manipulatives to support students' conceptual understanding at all grade levels.

Activity: Provide 3 hours of professional development to all teaching staff on integrating manipulatives into the Numerical and Algebraic

Operations and Analytical Thinking Strand [Common Core: Operations and Algebraic Thinking and Expressions & Equations].

Strategy: Intervention time will include a focus on math.

Activity: The principal will work with the teachers and Title I and other intervention staff to implement a process to ensure intervention time provides high need students support in reading and math, as needed.

Strategy: All teachers will fully implement the new math curriculum.

Activity: The district will continue with professional development plans to ensure full implementation of the new math curriculum.

Activity: Principals and other designees will conduct 'walk-throughs' with a data collection tool to observe the implementation.

Activity: Title I, other intervention staff and other paraprofessionals will be included in professional development on the new math curriculum.

Research: What Works Clearinghouse, National Clearinghouse for English Language Acquisition, Assisting Students Struggling with Mathematics, Response to Intervention (RtI) for Elementary and Middle Schools. Instruction during the intervention should be explicit and systematic.

Objective 2.0: Students will develop math academic language as measured by students demonstrating 80% accuracy when applying the identified academic vocabulary to local and state assessments.

Strategy: Teachers will develop math academic language lists by unit for each grade level using Marzano's Building Academic Language Teacher's Manual.

Activity: These lists will be shared amongst all teachers, with students, and with parents in monthly newsletters.

Strategy: Teachers will design practice for students with new words using best practice techniques such as Frayer Model, and Marzano's 6-Step method, which both include student-friendly definitions, visuals, and contextualized practice to build math academic language daily.

Activity: Students will create math vocabulary journals for maintaining new academic words.

Activity: Title I staff will use the appropriate math academic language lists as a warm up activity with all Title I students.

Activity: Bilingual/ESL certified teachers will use supplemental (Title III) math vocabulary visuals for reinforcing difficult concepts.

**This is a sample. A district could add additional objectives, strategies/activities which focus directly on each subgroup.*

District Improvement Plan:

(No gap statement or analysis example provided for the science or social studies.)

District 3 Example

Goal Area: Science

Student Goal Statement: All students will demonstrate grade level mastery of science concepts.

Objective 1.0: The district will increase the number of students who score proficient on state science assessments, and/or at least 80% on local science assessments.

Strategy: Teachers will provide opportunities to develop students' oral language.

Activity: Students will use sentence stems/prompts focused on concepts to encourage elaboration in students thinking, oral communication and writing.

Objective 1.1: English learners will gain fluency with the selected sentence stems/prompts with 90% accuracy as measured by local assessments.

Strategy: Bilingual/ESL certified teachers will develop students' content area, oral language skills.

Activity: Students will use the same sentence stems/prompts in a variety of contexts during English Learner small group instruction to encourage elaboration.

District Improvement Plan:

(No gap statement or analysis example provided for the science or social studies.)

District 4 Example

Goal Area: Social Studies

Student Goal Statement: All students will increase their application of reading comprehension skills to informational social studies texts.

Objective 1.0: The district will increase the number of students scoring at the proficient level by 2% as measured by state and local reading and social studies assessments.

Strategy: Teachers will use Thinking Maps to build students' comprehension and teach them to take notes on informational texts.

Activity: Teachers will participate in 4 days of professional development for Thinking Maps.

Objective 1.1: The district will increase the number of English Learners scoring at the proficient level by 4% as measured by state and local assessments.

Strategy: Teachers of English Learners will use Thinking Maps organizers to build comprehension and to teach note-taking skills for informational texts.

Activity: Bilingual/ESL certified teachers and paraprofessionals will attend the 4 days of professional development for Thinking Maps and an additional day of professional development on using Thinking Maps with English Learners' Pathways to Proficiency.

This document does not include all the required components of each goal area of the District Improvement Plan (DIP). It is intended to support your completion of the full documents and provide specific subgroup related examples.