District Unified Improvement Plan
Major Strategies and Root Causes

Major Improvement Strategy #1: The development of expertise in precise instruction based on data analysis, backwards planning and subsequent goal setting through strategic use and implementation of the standards-based teaching learning cycle.

Root Cause(s) Addressed: Core classroom instruction does not provide enough specific targeted instruction to support students with a variety of needs.

Major Improvement Strategy #2: Increase the rigor of instruction and expectations of grade level content instruction for all groups of students including ELL and IEP students.

Root Cause(s) Addressed: Belief systems and culture of equity that leads to low expectations and core classroom instruction does not provide enough specific targeted instruction to support students with a variety of needs.

Major Improvement Strategy #3: Increase the fidelity of implementation of the APS professional learning model that is job embedded and includes goal setting, feedback, exemplars, and time to practice through the establishment of Teacher Coaches, Demonstration Classrooms and shared district leadership.

Root Cause(s) Addressed: Capacity for professional learning around precise instruction that is necessary to show accelerated growth is not being built across the district.

Major Improvement Strategy #4: Increase choice offerings, access to postsecondary options and workforce readiness by implementing multiple academic and career pathways in all schools.

Root Cause(s) Addressed: Low student engagement due to a lack of relevance, rigor and relationships and a lack of prioritization and plan for replication of best practices across content areas at the district level.

Major Improvement Strategy #5: Develop a continuum of student supports and alternative pathways to graduation.

Root Cause(s) Addressed: Students who are not on track to graduate are not identified in a timely way and there is a lack of and consistent use of interventions in the areas of: decline in course grades; freshman course failures; and intervention courses/credit recovery options.

Major Improvement Strategy #6: Implementation of daily English Language Development (ELD) instructional blocks for all identified ELLs grades K-12. During these ELD blocks, students are grouped by like language proficiency levels (beginners, early intermediate, intermediate, and proficient) during these instructional blocks which occur for a minimum of 40 min. each day. ELD instruction is focused on language functions, grammatical structures, vocabulary and fluency. ELD blocks are taught by an LDE endorsed or certified teacher.

Root Cause(s) Addressed: Up until 2009-10, ELLs were not receiving daily English Language Development instruction using a systematic framework and grouping students by language level. All ELLs did not receive consistent instruction and support from LDE endorsed or certified teachers.