

2011-12 Resolution

Principles

We believe that:

- All students can achieve and should have access to standards-based instruction presented by highly qualified teachers.
- Advancing the academic achievement of all students is a priority that can be accomplished while accelerating the achievement of English Learners.
- Parents are vital participants in the education of their children.
- The community has an important partnership role to play in the education of all its children.
- Success in closing the achievement gap can be achieved only through a concerted effort.

Acknowledgement

We acknowledge that:

- To close the achievement gap, we must work together, share “best practices,” and hold ourselves accountable to a sustained commitment.

Research¹

Research and experience indicates that, in order to close the achievement gap for English Learners, a variety of actions must occur. Schools, families and communities must work together to:

- Establish English Learner instruction as a priority and maintain a commitment to curricular improvement through ongoing staff development and teacher recruitment.
- Provide access to a balanced curriculum that engages English Learners in a variety of meaningful activities that develop basic *and* higher-order skills.
- Provide language development experiences that include systemic, explicit and direct instruction in both language structure and academic content.
- Provide multiple opportunities for students to practice and extend newly learned concepts through reading, writing, listening and speaking activities.
- Adhere to a regular mechanism for monitoring English Learner progress and conveying that information to teachers, students and parents.

¹ American Institutes for Research (AIR) and WestEd. (July, 2003). Effects of the Implementation of Proposition 227 on the Education of English Learners, K-12. Commissioned by the California Department of Education.

Commitment

The undersigned district/agency agrees to:

- Commit time and resources specifically to closing the gap for English Learners.
- Establish annual SMART goals and strategies for closing the achievement gap.
- Share SMART goals and strategies with Aiming High partners.
- Ensure district/agency participation in Aiming High committees and professional development activities relevant to established goals.
- Be proactive in seeking and securing assistance from Aiming High partners who can contribute to English Learner success.
- Publicly report on district/agency progress.

Accountability

With the support of agency partners, member districts commit to charting their progress using the following benchmark:

- Increase the percentage of English Learners scoring at or above proficient on the California Standards Tests in language arts and mathematics by 3 points annually.

Progress will be measured at the school, district and county levels through the 2012 school year. *Educational Results Partnership* will provide the compiled data for measuring success.

District/Agency Signature

Title

Date

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