

ANCHORAGE SCHOOL DISTRICT  
ANCHORAGE, ALASKA

ASD MEMORANDUM #35 (2004-2005)

October 25, 2004

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: SIX-YEAR INSTRUCTIONAL PLAN UPDATE

PERTINENT FACTS:

The Anchorage School Board adopted the Six-Year Instructional Plan at their meeting on May 10, 2004. Even though the plan was not formally adopted until May 2004, the twenty-five instructionally related departments began implementation of their delineated objectives and initiatives in the fall of 2003.

The design of the evaluation template for reporting on the progress made in the instructional plan follows the design of the plan itself. The objectives for each goal are listed, the measurement indicator is stated, and a progress toward the goal is noted in the evaluation. The template's design allows for ease of reference back to the original Six-Year Instructional Plan.

Each department's report indicates significant progress made in the attainment of stipulated goals. The evaluation requires that departments consistently focus on their goals and be accountable for progress made in each area. The evaluation is part of an on-going process that not only results in a report of progress made in the attainment of goals, but also allows for revision and adjustments of goals and initiatives. Three additional components are expected to be added to the Six-Year Plan pending School Board approval in January 2005.

CC/JC/EH

Attachment

Prepared by: Enid Hunter, Executive Director Curriculum and Instruction  
Jan Christensen, Assistant Superintendent, Instruction

Approved by: Jan Christensen, Assistant Superintendent, Instruction

No Child Left Behind Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	District will reach proficiency percentages set by state for achieving AYP. LA = 64.03% Math = 54.86%	AYP results based on Terra Nova/CAT 6 for grades 4, 5, 7, & 9; Benchmarks for grades 3, 6, & 8; and the HSGQE for grade 10	The district "all student" category met the set targets and increased achievement from the previous year. LA = 76.9% Math = 69.5% Both marks up .4% from previous year.
	Graduation rate for all high schools will meet or exceed the state target of 55.58%.	Graduation rates reported on individual school AYP charts.	All six comprehensive high schools, Polaris, and Steller met or exceeded the targeted graduation rate. None of our alternative programs, designed to support at-risk students, met the required target. The two charter schools that graduate students, Family Partnership and Frontier, did not meet the target.
	Average Daily Attendance Rate for elementary and middle schools will meet or exceed the state target of 85%.	Attendance rates reported on individual school AYP charts.	All schools attained this goal.
	Level I and Level 2 schools have measurable objectives in place for improved proficiency in language arts, math, and participation for targets where they did not meet AYP.	Individual school improvement plans.	All schools attained this goal.
	Groups below AMO show a 10% decrease in the percent of students not proficient in language arts and math over the previous year to meet "safe harbor" definition.	AYP charts	Goal partially attained. Eight schools made AYP due to "safe harbor" – two high schools and six elementary schools. With the increase in the AMOs in 2004-05, this will continue to be an important goal.

	<p>Increase the percent of students annually who score “Advanced Proficient” on state assessments.</p>	<p>State assessments. Advanced Proficiency reported in District’s <i>Profiles of Performance</i>.</p>	<p>Language Arts: Goal largely attained. All groups increased except for LEP.</p> <p>Math: Mixed results. Eight groups either stayed the same or increased whereas eight groups decreased.</p>
	<p>Increase the percentage of “highly qualified” teachers as required by DEED to 65%.</p>	<p>Annual certified staff accounting report. Figure updated in the 2004-05 NCLB grant application.</p>	<p>Goal not attained. State regulations on this requirement only became effective June 13, 2004, so teachers have just begun the process of demonstrating that they meet these requirements. As of that June date, 32.33% of classes were taught by teachers who had already demonstrated their “highly qualified” status. This number will increase dramatically through this year as teachers have the opportunity to demonstrate qualifications.</p>
	<p>47% of all instructional paraprofessionals in Title I schools will meet NCLB qualifications.</p>	<p>Annual staff accounting report. Figure updated in the 2004-05 NCLB grant application</p>	<p>Goal attained – 52% meet qualifications.</p>

Goal 2: Increase Supportive and Effective Learning Environment

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	Maintain 0 “persistently dangerous” schools.	Formula determined by state regulations.	Goal attained.
	Decrease percent of “victims” eligible for transfer, as defined by law.	District data.	This is our baseline year. Number of students eligible for transfer was 115.

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	Parent Involvement: <ul style="list-style-type: none"> <li>• Meet parent notification guidelines</li> <li>• Parents involved in individual school improvement plans.</li> <li>• New Board policies reflect NCLB changes as appropriate</li> </ul>	Self-report	<ul style="list-style-type: none"> <li>• Notification goal attained.</li> <li>• Improvement plan goal attained.</li> <li>• Policy issues to be addressed this year.</li> </ul>

Six-Year Plan Evaluation for FY 2003-2004

ELEMENTARY DIVISION

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>In each grade level all student groups will improve performance in reading, writing and math by at least 2.5% each year over the previous year.</p>	<p>State benchmark and TerraNova testing (Spring, 2004 compared to Spring, 2003)</p>	<p><b>Reading/Writing:</b> This objective was achieved with 7 of 16 groups. Notably, African American, American Indian, Hispanic, Economically Disadvantaged, Students with Disabilities, and Limited English Proficient students <u>achieved this goal</u>. 6 groups made progress towards the objective, and 3 groups did not make progress towards the objective (Caucasian, Not LEP and Male).</p> <p><b>Math:</b> This objective was achieved with 5 of 16 groups. Notably, Alaskan Native, Asian/Pacific Islander, Mixed Ethnicity, Hispanic and Economically Disadvantaged achieved this objective. An additional 6 groups made progress towards the objective, 1 group made no growth and 4 groups (African American, American Indian, Caucasian and LEP students) declined.</p>
<p>In grade three, the percentage in each student group that masters basic skills and strategies in reading based on state and ASD assessments will increase by at least 3%.</p>	<p>The developmental reading assessment (DRA) is used for district assessments, and the state benchmark assessment for state assessments.</p>	<p>15 of 16 groups with two years of scores to compare showed increases in the percent of students demonstrating proficiency. Of these 15, eleven groups made at least a 2.5% increase from the 2003 percent proficient. The largest increases were realized by Alaska Native students (+13.2% gain) and Economically Disadvantaged students (+9.7% gain).</p>

			On the Alaska Benchmark 3 <sup>rd</sup> grade reading exam, of the 16 designated groups, 2 groups met this objective (Asian/Pacific Islander and Hispanic), and 7 groups made progress towards this goal.									
	All principals and teachers analyze and use current student assessment data in reading, writing and math. Principals and teachers in all schools will analyze student data.	In-service was provided for principals to review reading, writing and math benchmark data (4 years of data) and Alaska Performance Indicators (4 years of data) as well as district reading assessment and AYP information. In-service time for provided for principals in their review and analysis of the data with staff from each school in August, 2003.	School goals and learning opportunity interventions were all based upon individual school data and staff analysis of the data. Individual schools created intervention plans that included a definition of the interventions, the targeted performance standards, the number of students to be served, pre and post-test information and a description of measurable impact on student achievement.									
	K-6 student reading assessment information recorded on reading database. All students were assessed in the fall (those who were not proficient or new to the district and all first grade teachers); non-proficient students were post-tested in the spring. Information followed students when they transferred from one school to another.	Data entered into the database.	<p>Data entered into the reading database at the 1<sup>st</sup> through 6<sup>th</sup> grade levels in the fall and spring measured the levels of student reading proficiency and non-proficiency in the fall; students designated as not proficient in the fall were post-tested in the spring. This data was shared by grade level on a school by school basis in graphs created by the elementary education department using database information.</p> <p>On a district-wide basis, the data obtained through the "reading database" showed the following for students who were assessed in both fall and spring:</p> <table border="1"> <thead> <tr> <th></th> <th><u>Fall proficient</u></th> <th><u>Spring proficient</u></th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup> grade</td> <td>2,563</td> <td>2,876</td> </tr> <tr> <td>2<sup>nd</sup> grade</td> <td>2,412</td> <td>2,778</td> </tr> </tbody> </table>		<u>Fall proficient</u>	<u>Spring proficient</u>	1 <sup>st</sup> grade	2,563	2,876	2 <sup>nd</sup> grade	2,412	2,778
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	Provide training to all first grade teachers in the area of phonics instruction and using assessment information to guide instruction for struggling readers.	All first grade teachers trained in November, 2003.	The measure of progress will be use of these supplementary materials in classroom instruction and ultimately a decrease in the number of students who are not proficient in reading in the primary grades.															
	All K-6 teachers learn and apply grade-appropriate comprehensive literacy strategies. Sixth grade teachers trained in literacy strategies.	6 <sup>th</sup> grade teachers were trained in comprehensive literacy strategies over the course of the 2003-2004 school year. All new to district and new to grade level teachers were trained as well.	The measure of progress will be evidenced in increased numbers of students reading with proficiency in the elementary grades. Data from 2003-2004 will be used as the baseline.															
	K-6 teachers who have not had training attend Sheltered Instruction/Culturally Responsive Approaches training and apply it to instructional practice.	Parts I and II were combined in a single training that addressed the phases of language acquisition, comprehensible input and cross-cultural communication. Part III training focused on additional components of comprehensible input and standards for culturally responsive schools.	<p>Limited English proficient students are demonstrating steady increases in achievement in 3<sup>rd</sup> and 6<sup>th</sup> grades as evidenced by state assessment information.</p> <p>Benchmark data for 3<sup>rd</sup> and 6<sup>th</sup> grade limited English proficient (LEP students) for the past three years shows increases in the achievement of LEP students:</p> <table> <tr> <td colspan="3"><u>Percent proficient – Reading – Grade 3</u></td> </tr> <tr> <td></td> <td>LEP</td> <td>Not LEP</td> </tr> <tr> <td>Spring 2002</td> <td>58%</td> <td>81%</td> </tr> <tr> <td>Spring 2003</td> <td>61%</td> <td>81%</td> </tr> <tr> <td>Spring 2004</td> <td>60%</td> <td>81%</td> </tr> </table> <p>This shows us that LEP students have made a 2% gain over the past 3 years, and the scores of not LEP students have remained stable.</p>	<u>Percent proficient – Reading – Grade 3</u>				LEP	Not LEP	Spring 2002	58%	81%	Spring 2003	61%	81%	Spring 2004	60%	81%
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Six-Year Plan Evaluation for FY 2003-2004  
**ELEMENTARY DIVISION**  
 Goal 2: Increase Supportive and Effective Learning Environment

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
<p>The number of schools that develop and implement positive/proactive school-wide discipline plans will increase each year. By the end of year 1, 20 schools will implement school-wide plans.</p>	<p>The number of trained teams and schools implementing positive school-wide discipline is the measure for this initiative. An additional measure is the quarterly district suspension report.</p>	<p>At the end of the 2003-2004 school year, 9 new school teams were trained and 24 previously trained teams received “refresh” training. A total of 33 elementary schools are implementing positive/proactive school wide discipline plans as of May, 2004.</p> <p>Suspension data for schools that have engaged in positive school-wide discipline data for 3 years has shown a significant decrease in the number of out of school suspensions for elementary students.</p>
<p>Each year a great proportion of students district-wide in grades 3-6 who take the annual school report card survey will report that they feel safe and cared for at school. The “Creating Successful Future” (CSF) program (Northwood and Williwaw Elementary are host district sites) is a program that assists in achieving this goal, as are initiatives such as training in positive school-wide management, training in de-escalation strategies, implementation of “anti-bullying” curriculum and the Resolving Conflict</p>	<p>Elementary student report card survey.</p>	<p>This is a baseline year for this objective. In the 2003-2004 school year, 51.5% of elementary students reported that they strongly agree that they are safe at school, 29.9% agree, 12.5% are neutral, 3.1% disagree and 3.0% strong disagree. 10, 351 elementary students responded to this survey.</p>

	Creatively Program (RCCP).		
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Six-Year Plan Evaluation for FY 2003-2004  
 ELEMENTARY DIVISION  
 Goal 3: Public Accountability

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	Home-school support guides will be shared with K-3 parents at fall parent teacher conferences. These guides will help parents support their students in learning activities at home.	Guides created, printed, distributed to all elementary schools for distribution at fall parent/teacher conferences.	This objective was achieved.  These home-school support guides will provide a higher level of support to parents in helping their students at home with learning activities that are aligned to state performance standards. Ultimately this will result in increased student achievement.

Middle School Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
1	Overall academic achievement will increase and achievement gap will e reduced in the core areas of Literacy, Math, Science, Social Studies each year.	State benchmarks and ASD assessments	<p>This is an ongoing goal.</p> <p>The percentage of students in the proficient category in the 8<sup>th</sup> grade benchmark exams was slightly up in Reading - 0.2% and, math 0.7%. They increased by 2% in writing.</p> <p>All middle school students will take the Gates MacGinitie Reading assessment pre-and post during the 04-05 school year so that we can better assess reading district wide</p> <p><b>CLOSING THE ACHIEVEMENT GAP</b></p> <p>Steps taken to improve the Achievement Gap include the following: The number of students enrolled in Pre-Algebra in sixth or seventh grade and Algebra 1 in seventh or eighth grade was increased. CALLA, training on teaching bilingual students, and CRISS, reading in the content area training were provided for teachers and supported through division funds. A comprehensive basic skills summer school program was provided for students. Most middle schools provided after school tutoring programs for students. The 21<sup>st</sup> Century after school program was offered to students at Clark Middle School.</p> <p>The middle school literacy teacher expert provided individual training for every new-to-middle school language arts teacher and coordinated with the science</p>

			<p>department chairs to provide content area reading training at science</p> <p>More than 500 students completed a summer school program, showing gains in pre and post-test in Reading on the SRI, Writing on Six Traits Writing, Mathematics using the STAR computerized math assessment, and Vocabulary using a paper and pencil district devised test. All students with test scores below the 25 percentile were placed in academic support classes.</p>
2	Work with Curriculum Department and other divisions to align and articulate our academic program	Curriculum guides.	<p>Ongoing goal. The math and language arts curriculum departments are working to develop appropriate curriculum guides. The Math department has completed pacing guides for 7<sup>th</sup> and 8<sup>th</sup> grade math. They will continue work on guides for pre-algebra and algebra. Goldenview Middle School completed alignment guides for their departments.</p>
3	Scientifically research based technology programs will be used for remediation, credit recovery efforts and prescriptive interventions.	Programs will be in place	<p>The division implemented the following technology based programs as part of our effort to meet this goal. Larson's Math was purchased for every Middle School and Polaris K-12. Two days of in-service training in Larson's Math was provided to all middle school math teachers and ESL teachers in cooperation with the Math curriculum department.</p> <p>Fast Forward pre-reading intervention was used in the six middle schools identified with a need</p>

			for a program in auditory discrimination and phonetic awareness. Plato learning program was piloted at three middle schools.
4	Pilot and implement reading programs to build pre-language processing skills	Gates MacGinitie and other assessments. Benchmark Scores	Ongoing Goal. During 02-03, Middle School reading teachers developed a new reading course, Reading Intervention. The teachers met as a team to determine which of the best and most effective of the pilot reading programs should be used in the curricula. The new course will be available for students during the 04-05 school year.
5	Greater percent of students each year will be in Algebra in 8 <sup>th</sup> grade with an annual increase in the proportion of minorities in 8 <sup>th</sup> grade Algebra.	Statistics from courses as reported in the Profiles of Performance.	Ongoing goal. The 03-04 goal was met. 5% more students successfully completed Algebra in the 8 <sup>th</sup> grade in every category except Disabled, than the year before.
6	Teachers and other staff members trained to use and to train on Cognitive Academic Language Learning Approach (CALLA)	Teachers trained	Ongoing goal. Every middle school has trained at least one team on CALLA techniques.
7	Increase number of middle schools in years 1 and 2 offering after-school tutoring	Organized tutoring program	Ongoing goal. Tutoring was available through the 21 <sup>st</sup> Century Program at Clark Middle School throughout the year. Every middle school had teams that offered after school tutoring opportunities.

8	Work with training and Professional Development to plan, design and deliver leadership training for administrators.	Program in place	Ongoing goal. Discussion and planning took place. The Leadership academy was available to all administrators. The division hosted administrative interns and identified teachers interested in leadership opportunities,
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Middle School Six-Year Plan Evaluation for FY 2003-2004  
 Goal 2: Increase Supportive and Effective Learning Environment

	<i>Objective/Initiative</i>	Measure	Progress Report /Evidence of Progress
1	Each year additional middle school teachers will learn and apply culturally responsive approaches as embedded in CALLA training.	Number of teachers in CALLA training	Ongoing Goal. Every middle school has a study group set up to study CALLA techniques.
2	Middle Schools will consist of grades 6, 7, and 8	One School	This year's goal has been met with Mirror Lake Middle School housing grades 6, 7, and 8.
3		Anti-bullying programs are made available for students. Teachers receive training on anti-bullying programs. Schools take steps to develop proactive plans to provide a positive school climate.	Ongoing Goal - A full day of training was provided at the beginning of 02-03 for personnel at schools interested in piloting the Aggressors, Victim, and Bystanders Program. Every middle school delivered a pilot of AVB to a group of students at their school. The program was delivered to all seventh graders at Central Middle School. All Middle School students all received training from their counselors in Anti-Harassment and Anti-Bullying. A program to help students develop ASSETS was piloted through an ISER grant at Goldenview Middle School. Teams of teachers from Polaris K-12 and Clark Middle School attended training on the development of a proactive school-wide discipline plan

4	Each year increase service learning as part of every schools/ curricular and co-curricular programs	Service learning programs and projects are expanded.	Ongoing Goal. Each Middle School provided a number of service learning opportunities to its students through school business partnership classes, student leadership classes, national junior honor society, or team projects. The entire Division participated in the United Way food drive in September. The Middle Schools were the single largest contributor to the drive.
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Middle School Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
1	Each year increase documented involvement of parents and of business partners in every middle school.	Parent Participation.	Ongoing Goal. Every middle school has an organized parent group to serve as advisors and support. Parent groups can either be members of the PTSA or an advisory council.
2	Develop and implement student-led conferences as the norm in every middle school	Number of schools with school wide student-led report card conferences.	Ongoing Goal. This goal was met for 02-03. Hanshew Middle School piloted a school-wide model of student led conferences. Parent participation was 85%

High School Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
Provide prescriptive remediation for high school students who have not passed the HSGQE.	Passage of the HSGQE	Over 95% of the ASD seniors passed all 3 sections of the HSGQE. The class of 2004 was required to earn the minimum credits for graduation and for the first time in the history of public education in Alaska, students were also required to pass a basic skills exam in reading, writing and math. The major thrust of the high school division over the past year centered around the remediation of students in math, reading and writing skills. With the use of the Plato and Fast ForWord programs, over 2,500 high school students were provided remedial instruction in the core areas during the summer of 2003 and in each semester of the 03-04 school year, in each ASD high school.
Increase student participation in Advanced Placement opportunities.	.Student completion of an AP course	Each high school increased the number of sections of AP by at least 1 section over the past school year, some schools increased sections by 3-6 sections. Major strides have been made in the identification and recruitment of students capable of success in some of our more rigorous course offerings. There was an increase of over 9% as compared to the 02-03 school year.

High School Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	Reduce fights and disruptive behavior.	Number of suspensions	Suspensions for disruptive behavior were decreased by 323 incidents  Each of the comprehensive high schools were staffed with two School Resource Officers (SROs) during the 2003-2004 school year.

High School Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	Each high school student will have an individual learning plan developed with parent input.	Number of Students with plans	High schools reduced student withdrawal/failures for non-attendance during the 03-04 school year by 35%. When student attendance became a problem and loss of credit was inevitable, students and parents developed an individual plan and students were counseled into self paced online programs that allowed earning of partial credit and avoided complete withdrawal. Programs were offered before and after school.

Special Education Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	<p><b>Special Education students PreK-12 will improve performance in Reading, Writing, and Math</b>  <i>Initial training for all ASD Special Educators on Web-based IEP</i></p>	<p>Training Records</p>	<p>This objective was met in that initial training was provided for all ASD Special Educators on the Web-based IEP; however, the vendor did not have the software ready for implementation in the fall. Upgrades of the current program have increased its efficiency will the new application continues to be developed.</p>
	<p><b>Increase numbers of PreK-3 students who are identified for early intervention and who receive services.</b>  <i>Increase emphasis on very early intervention</i></p>	<p>Number of Pre-K students enrolled at the beginning of the school year</p>	<p>This objective is <i>partially attained</i>. The number of pre-K students entering services at the beginning of the school year has increased over the previous year. The efforts to collaborate with community agencies and preschools while streamlining screening and assessment procedures are ongoing.</p>
	<p><b>Proportion of initial referrals for Reading and Math Interventions in grades will decrease each year.</b>  <i>Continue to implement research-based Reading and Math interventions</i></p>	<p>Referral Records</p>	<p>This objective is <i>partially attained</i> and ongoing. Baseline data is being established. Training and support for teachers in research-based models is continuing including training of trainers. Follow the Leader has been implemented in selected sites.</p>
	<p><i>Continue training in Reading Mastery and Lindamood Bell</i></p>	<p>Training Records</p>	<p>This objective is <i>partially attained</i> and training is ongoing during the current year.</p>

	<i>Continue to investigate and provide training in research-based programs that demonstrate effectiveness</i>	Committees of special educators formed to review programs	This objective is <i>partially attained</i> and ongoing. Fast Forward has been reviewed and wider implementation in elementary schools is being considered. Staff has been identified to attend Read 180 presentations.
	<i>Add, modify, and revise interventions across the District in response to student data</i>	Increase in intervention options in schools	This objective is <i>partially attained</i> and ongoing. Extended resource programs have been established in a few elementary schools for students who need an extended day of specialized academic support. There is interest in expanding this option to regionalized sites.
	<i>Special educators participate in professional development activities Include regular educators in Special Education activities across a broad continuum Provide training for regular educators in Special Education methodologies and classroom facilitation. June ASD Teacher Academy offers credit course on key Special Education Issues.</i>	Training records, MLP.	This objective is <i>attained</i> and ongoing. Special education continues to increase the number of training opportunities which include accommodations and modifications for general and educators, IDEA and Section 504 requirements, and behavioral supports for students. A full day of training was developed and implemented for principals of the Elementary Division. A summer TEACCH institute for school teams working with students with autism provided highly specialized training. Specialized training for teachers of intensive needs classes was delivered in August. A broad range of classes related to special education topics were offered in the Teacher Academy.
	<i>Build a more articulated continuum of services for Special Education students 7-12</i>	Collaboration of special and general educators formed to review programs	This objective is <i>partially attained</i> and ongoing. Discussions have begun with mid-level and high school teams to compare curriculum, methodologies, and strategies utilized by general education and special education teams to increase student achievement to ensure that special education interventions supplement the general education opportunities.

Special Education Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p><b>A full continuum of services will be available for K-12 Special Education students</b>  <i>Needs of K-6 Special Education students are incorporated into the design and implementation of elementary positive schoolwide discipline plans as schools develop and implement them.</i></p>	<p>Number of schools implementing school-wide discipline</p>	<p>This objective is <i>partially attained</i> and ongoing. As the number of school teams are trained and implement school-wide discipline plans the needs of special education students are incorporated. An extended resource class was established to work in collaboration with the Continuing Successful Futures class of one school.</p>
<p><b>Reduce Special Education behavior-related suspensions, expulsions, and Whaley referrals, K12.</b>  <i>Student Intervention Teams K-12 identify students who are eligible for Special Education and behavior-related 504 accommodations</i></p>	<p>Referral data</p>	<p>This objective is <i>partially attained</i> and ongoing. Training in the Child Find requirements of IDEA and Section 504 has been provided at all school sites. Effective Student Intervention Team models were included in training for elementary administrators. A training opportunity with a nationally recognized attorney in Special Education and 504 issues was available for administrators.</p>
<p><i>Design a team-based planning model (e.g. elementary Kid's Klinik) for targeted behavior interventions in Mid-level schools</i></p>	<p>Collaboration of general education and special education administrators</p>	<p>This objective will be addressed during the 2004-5 school year.</p>

	<p><i>Use student academic, behavioral, and referral data to design staff development, K-3.</i></p> <p><i>Provide training for 60 K-12 Special Educators in identification, methodology, and program development for autistic students.</i></p>	<p>Staff development training components</p>	<p>This objective is <i>partially attained</i> and ongoing. School AYP data was compared among schools achieving AYP and those not to determine the correlation between student achievement and the implementation of research-based methodologies. Training continues in research-based methodologies, and specialized training is continuing to address the behavioral needs of students. Training for staff working with students with Autism is ongoing.</p>
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Special Education Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
<p><b>Increase consistency of educational program and services, reduce redundancy, and fill gaps for students who transition to community treatment programs and/or adult life.</b></p> <p><i>Extend consistency of targeted curriculum to Special School populations</i></p> <p><i>Provide access to PLATO curriculum</i></p>	<p>Revision of program staffing and delivery model</p>	<p>This objective is <i>partially attained</i> and ongoing. Plato has been implemented in sites serving students in treatment settings at North Star, API, and Booth. Through program reorganization direct administrative support has been allocated to Special School programs and charter schools to manage transitions of students between treatment sites and schools.</p>
<p><b>Reduce lag time for services to students who transition to community programs.</b></p> <p><i>Conduct outreach to agencies, bring in agencies early in transitions</i></p> <p><i>Design a new model to support Adult Community Transition Program</i></p>	<p>Memoranda of agreements established with community agencies</p>	<p>This objective is <i>partially attained</i> and ongoing. Contact has been initiated with community agencies who provide support to students and adults with disabilities and new memoranda of agreements are being negotiated. The ACE/ACT program is establishing a service site in coordination with Special Olympics of Alaska.</p>
<p><b>ASD Special Education shows annual continuous improvement on the state monitoring system.</b></p> <p>Special Education staff development responds to needs and opportunities indicated through state audit and internal needs assessment.</p>	<p>State monitoring reports and district improvement plans</p>	<p>This objective is <i>partially attained</i> and ongoing. The district's rating on administrative standards increased over the previous monitoring rating. Staff development activities are implemented to address needs identified through the monitoring of student record standards.</p>

	Work with other programs in the Instructional Division to design standards based report cards.		Work on this objective will begin in the 2004-05 school year.
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## Curriculum Six-Year Plan Evaluation for FY 2003-2004

### Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p><b>Align all K-12 curriculum.</b>  <i>Develop curriculum guides in each subject area that incorporate content and performance standards, AK Standards for Culturally Responsive Schools, Assessments, instructional strategies, cross grade articulation and lessons and technology applications</i></p>	Curriculum guides	<p>This objective has been <i>partially attained</i> and will be ongoing. This process includes field-testing, writing and incorporating formative assessments and creating linkages to lesson plans, activities and interventions.</p> <p>Curriculum and pacing guides were completed in math, science and literacy, but do not yet reference Alaska Culturally Responsive Standards.</p>
<p><b>Culturally Responsive Education Action committee forms and leads movement to imbue culturally responsive standards throughout school climates, curricula, and instruction.</b>  <i>CREAC includes reps from admin, university and community</i></p>	Acting committee formed with designated representation.	<p>This goal is partially attained. Committee met four times, gathered informational resources, will include the SEL coordinator as a key member. CREAC initiatives will inform the efforts of the SEL six-year plan.</p>
<p><b>Curriculum guide renewal and development will include culturally responsive practices drawn from the standards and performance indicators.</b></p>	Curriculum guides are infused with culturally responsive practices	<p>This objective is partially attained. Cooperative Learning is infused into the six-year plan in numerous areas. A draft six-year plan for Cooperative Learning was completed and is implemented.</p>
<p><b>Know and disseminate exemplars of curricular programs, research and practices.</b>  <i>Collect organize and cross reference programs and instructional initiatives carried out across the district curriculum.</i></p>	List of cross referenced programs	<p>This goal is partially attained A HUGE list of programs is being compiled from SAPs SIPs EEO plans, the six -year plan and assessment survey results. This task is 50 % completed.</p>

Curriculum Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<b>Learning Through Performance Tasks lessons online</b>	Tasks online and accessible.	As of September 04, the ASD IT department development schedule indicated this job was 60% completed.

Curriculum Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<p><b>Curriculum adoptions and renewals are inclusive, cyclical, and conducted according to best practices and highest industry standards.</b>  <i>Research and identify models for curriculum adoption.</i></p>	<p>Adoption process identified and incorporated into subject area six-year plans.                      Curriculum renewal process overhauled and uploaded to CIS website.</p>	<p>This goal and initiative were attained.</p>
	<p><i>Design, plan and organize website.</i></p>	<p>Website accessible and online.</p>	<p>Visit us at <a href="http://www.asdk12.org/depts/cei/">www.asdk12.org/depts/cei/</a></p>

Literacy Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
<b>ASD K-6 Reading and Writing performance standards closely aligned with state performance standards.</b>	Identified aligned state and local standards.	Completed alignment of performance standards and added ASD expectations, grades 3-10.
<b>Continue review of K-6 benchmark assessment data in light of ASD performance standards and instructional approaches.</b>	Dedicated meeting and agenda to review assessment data, annually.	K-6 Language Arts Curriculum Committee analyzes data and recommends curriculum enhancements.
<b>Delineate ASD grade level expectations K-12 under state performance standards.</b>	Written GLEs (which build on skills and which expand on the state GLEs)	Teacher committees, 3-10, added ASD grade level expectations and also wrote ASD expectations for K, 1, & 2.
<b>Review research and best practices; specify revisions for the district's handwriting program.</b>	Recommendation for handwriting instruction	K-6 LA Curr Comm wrote a position recommendation on the teaching of handwriting in K-6 classrooms.

	<b>Launch development of curriculum guides for grades 7 &amp; 8 language arts courses in light of data analysis.</b>	Acceptance of curriculum guide concept for LA, grades 7 & 8	Meeting has been arranged for curriculum and Mid Level administration to discuss the need for and the process of curriculum guide development.
	<b>Collaborate with Migrant ED to design multiculturally responsive resources for effective literacy instruction and increased achievement.</b>	Collaborative plan with Migrant ED to deliver training to tutors.	A calendar of dates for training events with topics and related resources.
	<b>Ninth and tenth grade LA curriculum guides completed and online.</b>	English/LA guides for grades 9 & 10	Completed guides available and accessible online
	<b>Tenth grade draft guides in use in the classroom</b>	Use of guides by teachers and administrators and related feedback	Guides in demand and in use...feedback is extremely positive
	<b>Launch curriculum development for four high school reading courses</b>	Draft curriculum guides	All four high school reading courses have curriculum guides in draft form. Pilots are planned for 2nd semester, 04-05.

Literacy Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
Cohorts of K-12 teachers learn traits of effective writing instruction and assessment. ASD Teachers' Academy offers Six Trait writing assessment and instruction.	Attendance, participation and evaluation of effective writing instruction training.	Training/credit course well attended and received at the ASD TA.
Language Arts curriculum K-12 integrates instructional technology within the classroom as a tool for the learning process, and for higher achievement of all students.	Instructional technology staff meets and provides input in curriculum discussions and documents.	Language Arts curriculum guides include using technology as a tool in performance tasks and lesson plans.
Fairview initiative, READ 180, for intermediate grades demonstrates integration of technology to support student achievement.	Three sixth grade classrooms implement READ 180.	Purchased READ 180 (Instructional Tech grant) and arranged training for three, sixth grade teachers and related support staff. Implementation of the program included additional training for the identified teachers. Teachers and sixth grade students expressed enthusiasm for the program and students were engaged with reading and writing. Data report will be pursued during the 04-05 year.
Work with Math department to incorporate literacy into math teaching according to the math, K-8 grade level training plan.	More quality literature with math concepts provided to teachers.	Met with math teacher support specialist to identify books to support the math K-8 training plan. Collaboration is ongoing.

	<p>Work with ASD Health and Physical Education program and the Alaska Department of Education and Early Development to incorporate health topics and health-related literature into high school health and reading (LA) classes. Offer training for Health and Reading teachers.</p>	<p>Develop a resource for teachers to use which integrates health, lessons and quality teen literature</p>	<p>Partnered with ASD Health coordinator and Dept of Ed and Early Development to provide training (4 days) and a credit course (4 days) for Health and Language Arts teachers. The goal to produce a resource for instruction that integrates standards and provides quality lessons and recommended teen literature was met. A draft of the lesson guide has been submitted to the Dept of Ed for review and publishing.</p>
	<p>Language Arts Advanced Placement teachers in all six-enrollment areas are trained in AP literature and composition for equitable access to high-level curriculum by all students.</p>	<p>“Sign-in” signatures and participation in Advanced Placement trainings arranged for AP Language and Composition and AP Literature</p>	<p>Thirty Language Arts teachers attended fall and winter training events in support of AP Literature. Twenty-six, LA teachers attended the Advanced Placement Institute (4 days) in June in support of AP Lang. Training and resource support was made possible by a partnership among Secondary Ed, DEED and Curriculum. Student participation and success rates in rigorous courses will be gathered.</p>

## Literacy Six-Year Plan Evaluation for FY 2003-2004

### Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
Language arts curriculum online (LA Online) includes ninth and tenth grade curriculum guides for wide-spread community access/	LA Online is viable and accessible from the ASD curriculum link.	The site is operational and will continue to be a work in progress.
Continue collaborations and cultivate new connections with community groups in support of literacy, e.g., Authors in Schools, Alaska Reads, and Sisters in Crime.	Co-planned events in support of the language arts in schools and for students.	Twenty-three Alaskan authors visited fifty-seven elementary classrooms in February and March, 0-4, and the award winning author of <i>My Sister Rides the Bus</i> visits high school classrooms and presents for teachers in after-school session through partnerships with Authors in Schools, Sisters in Crime and Public Transportation Dept.
Continue to support Reading initiatives in schools, such as: Reading is Fundamental, Battle of the Books, Alaskan Authors in Schools, and Books on Buses.	Approved annual report of RIF grant, successful, district-wide, competitions for Battle of the Books (4), and successful implementation of “books on buses” day in March, '04.	RIF provided over 6000 students with 3 books, 3 Xs @ year during themed, book distribution days in fifteen schools. Elementary, middle and high school students continued to read and participate in school, district and state battles in increasing numbers, and books were delivered by ASD staff and public transportation staff, via the People Mover, to two Title I schools in celebration of Dr. Seuss’ birthday and books on buses.
Curriculum Committees for elementary, middle and high school continue to meet regularly throughout the year.	“Sign in” signatures, agendas and minutes of each curriculum group meeting.	Curriculum committees at the elementary, middle and high school levels met a minimum of six times @ during the 03-04 year. Each group studies LA-related issues and makes recommendations for program and teacher training.

Math Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	Overall benchmark scores increase annually for grades 3-6.	Benchmark and CAT scores	Baseline year
	<ul style="list-style-type: none"> <li>• More teachers deliver the entire grade level curriculum using the appropriate pedagogy</li> <li>• Pacing guides K-6 in place and in use in every classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation self-reports</li> <li>• Data from sample schools.</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>• Fourth grade teachers know 4th grade math content and pedagogy.</li> <li>• Fifth grade teachers know 5th grade math content and pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation self-reports</li> <li>• Data from sample schools.</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>• All fourth and fifth grade teachers inserviced on adopted math curriculum.</li> </ul>	Attendance /registration sign-in sheets	Achieved

	<ul style="list-style-type: none"> <li>• More teachers deliver the entire grade level curriculum using the appropriate pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation self-reports</li> <li>• Data from sample schools.</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>• 500 elementary teachers take part in book study groups to reflect on their own practices and to reduce math anxiety.</li> </ul>	<p>Study group sign-in sheets Course registration forms</p>	Achieved
	Increase elementary teacher participation on math curriculum committee by 10% each year.	Sign-in sheets	Achieved
	Review math curriculum grades 7 and 8 via curriculum cycle. Define and specify major content areas.	Middle School Math Give and Take document	Achieved
	Grades 7 and 8 math curriculum content guides complete.	Draft documents for Math 7 and Math 8	Achieved

	Math 7 and 8 curriculum and materials adopted by School Board. (May/June)		Not completed due to lack of funds
	<ul style="list-style-type: none"> <li>• Computer-based Larson's Math remedial tutorial in place at all middle schools.</li> <li>• Train all middle school math teachers on use of Larson's Math software.</li> </ul>	<p>Material purchased for all middle schools</p> <p>Sign in sheets</p>	Completed
	Complete high school Algebra I, II, Geometry, and Pre-Calculus curriculum articulation and pacing guides.	Draft copies of Curriculum Guides for Algebra I, II, Geometry, Precalculus, and AP Calculus	Completed
	<ul style="list-style-type: none"> <li>• Review Pre-Calculus via ASD curriculum cycle.</li> <li>• Review and recommend materials for adoption by School Board.</li> <li>• Pre-Calculus materials adopted by School Board (May/June).</li> </ul>		Not completed due to lack of funding
	Analyze content of AP Calculus for gaps; identify specific areas to strengthen in pre-AP courses.	<ul style="list-style-type: none"> <li>• Sign-in sheets</li> </ul>	Progressing

Math Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
<ul style="list-style-type: none"> <li>• Literacy (reading and writing) incorporated into K-6 math curriculum guides.</li> <li>• Fourth and fifth grade teachers learn and apply reading and writing to their instructional practice.</li> <li>• All elementary schools receive a collection of trade books that link math and literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Guides</li> <li>• Sign-in Sheets</li> <li>• Distribution Lists</li> </ul>	<ul style="list-style-type: none"> <li>• Achieved</li> </ul>
<p>Literacy incorporated into grades 7 and 8 math, with Math literature in recommendations for materials adoption.</p>		<p>Not done due to lack of funding</p>
<ul style="list-style-type: none"> <li>• Technology applications incorporated into K-8 curriculum guides.</li> <li>• Fourth and fifth grade teachers learn and use technology applications in their instructional practice.</li> </ul>	<p>Records of computer generated tests, computer lab usage, summer school records, curriculum schedules, lesson plans</p>	<ul style="list-style-type: none"> <li>• Achieved</li> </ul>
<ul style="list-style-type: none"> <li>• AP Math teachers receive training by certified national instructors.</li> <li>• Develop curriculum guide for AP Calculus.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Draft Curriculum Guide for AP Caclulus</li> </ul>	<p>Achieved</p>

Math Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	Fourth and fifth grade teachers learn how to analyze and use student data to guide instruction.	Sign-in Sheets	Completed
	<ul style="list-style-type: none"> <li>• Increase community and parent awareness of, and participation in, Math programs.</li> <li>• Family Math nights in schools, K-8.</li> </ul>	Sign-in sheets, questionnaires, records of the events, financial records	Completed for 2004, and ongoing
	Community members on curriculum committees.	Sign in sheets	Ongoing
	Continue Middle School Girls' Conference and other events.	Sign-in sheets, questionnaires	Completed for 2004, and ongoing

	Sponsor Alaska Math Consortium Basic Institute.	Sign-in sheets, evaluations	Completed for 2004, and ongoing
	Elementary Math Derby math competition for grades 5 & 6.	Records of schedules and events	Completed for 2004, and ongoing

Science Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	ASD K-6 science curriculum is taught in its entirety by more teachers each year.	Baseline	Usage data can be sorted by school, grade level, kit teacher, or by the categories of Not Used and Barely Used
	Increase the number of teachers participating in professional development offerings relating to science.	Baseline	Data was collected based on the number of teachers who participated in professional development in Science. Topics offered included Inquiry, Using the Science Kits, and Science and Literacy. Formats included three First Use Trainings, in-services, study groups, the science leadership cadre, and the June Teacher Academy. Project WILD, Project Learning Tree and Stream Team classes were offered.
	Develop K-6 science curriculum guides	Curriculum guides	This objective is partially obtained. New Teacher's Guides were written for the newly revised science kits. The curriculum guide overviews are in progress.

	Comprehensive template for lesson plans and assessments in use by grades 7 - 12 science teachers, Spring 2004.	Lesson Plan Template	This objective is partially obtained. A lesson plan template is under review that incorporates the learning cycle model.
	Higher numbers of K-6 teachers are incorporating literacy into their science teaching.	Baseline	Science and Literacy Awareness Sessions were offered at many elementary schools to introduce the use of science journals. Science trade books were replenished in the science kits as needed. Science and Literacy workshops were offered three times a year.

Science Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

	<b>Objective/Initiative</b>	Measure	Progress Report /Evidence of Progress
	High mobility Title I schools placed on uniform science kit rotation schedule.	Schedules maintained	Highly mobile Title 1 schools were placed on the same rotation.
	Instructional leadership at schools promotes good science teaching.	Baseline Data	Presentation was done at a General Leadership meeting. Individual principal meetings were scheduled to discuss the research regarding science and literacy.

Science Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	Measure	Progress Report /Evidence of Progress
	Increase parent and community participation in science education.	Continue Science Fair	Science Fair was held in March, 2004.
		Introduce Science Fair training for faculty coordinators in schools	An in service for teachers was provided and many schools held individual science fairs.
		Continue Outdoor Week	25 <sup>th</sup> Outdoor Week was held in May
		Maintain the high FY 2003 – 2004 numbers and participation in science/math family nights.	Family Math/Science Nights were held throughout the district

World Languages Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<i>Develop high school World Languages curriculum guides: Estudios Latinoamericanos pilot and AP</i>	Curriculum guides	<i>Objective completed.</i> Teachers developed curriculum and pacing guides for pilot courses, Estudios Latinoamericanos and Perspectivas Literarias, both advanced Spanish courses. These are under revision as needed during pilot status.
<i>Develop middle school Spanish immersion curriculum guides for grades seven and eight.</i>	Curriculum guides	<i>Objective partially completed.</i> Teachers are in process of revising integrated social studies curriculum/materials for grades seven/eight immersion.
<i>K12 World Languages teachers learn models for performance standards and assessing oral language proficiency.</i>	Training (both credit course and released day) opportunities and follow-up evaluation.	<i>Objective partially completed.</i> Teachers participated in ASD/UAAcredit courses for oral language proficiency during the summer and will participate in cross-district assessment training in November.
<b>More students begin second language study at elementary/middle schools.</b>	Student enrollment figures.	<i>Objective partially completed.</i> Student enrollment for elementary immersion programs is at an all-time high. Middle school student enrollment is status quo. Enrollment for world language middle school elective programs has not increased; 3 middle schools do not offer world language electives.

World Languages Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<i>K-12 cohorts of teachers in every enrollment area will learn and implement Kagan Cooperative Learning strategies: Summer Institute and year-long site follow-up with peers.</i>	Observation of cooperative learning structures in second language classrooms	<i>Objective partially attained.</i> Teachers participated in cooperative learning “structure of the month” credit courses and share structures that work especially well in second language learning classrooms.

World Languages Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p><i>Work with Alaska universities to continue articulating AP and advanced level language courses.</i></p>	<p>Collaboration with UAA; enrollment of ASD graduates within upper division coursework at the university</p>	<p><i>Objective partially attained.</i> World Languages Curriculum Committee includes university representation. Numerous ASD/UAA co-sponsored activities, i.e. German Day at UAA, Russian Olympiada at UAA involve ASD students and the university faculty. Student enrollment numbers will be compiled to establish baseline for data regarding articulation of programs from high school to post secondary level.</p>
<p><i>Implement local/national foreign language standards for “communities.”</i></p>	<p>Evidence of students involved in local community for languages of instruction.</p>	<p><i>Objective partially attained.</i> Students interview native speakers from the local community and increase their language proficiency skills while also acquiring cross-cultural communication expertise.</p>
<p><i>Work with community partners (e.g., Japanese, Dominican Republic consulates, international businesses)to draw in resources and link students with native speakers and authentic experience.</i></p>	<p>Partnerships with language specific organizations to involve students with native speakers from within local community.</p>	<p><i>Objective partially attained.</i> Dimond HS “adopt-a-student” program for Japanese immersion students involves local Japanese community. Individual students are connected with local family and business members, one-on-one for authentic language and culture experiences. Students involved are enrolled in the course(s), Japanese for Fluent Speakers III or IV “honors”.</p>

## Career & Technology Education Six-Year Plan Evaluation for FY 2003-2004

### Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p><b>Increase annual student achievement with C&amp;TE-related literacy, math and occupational skills.</b>  <i>National, state, and local performance standards specific to C&amp;TE are incorporated into course curricula. Increase achievement of all students</i></p>	<p><i>Documents</i></p>	<p><i>Fifty-two C&amp;TE courses were updated for curriculum and performance standard alignment. Results were submitted to the State Department of EED to meet the grant approval requirement.</i></p>
<p><b>Every C&amp;TE course curriculum references Alaska content, employability, occupation skills, and cultural standards.</b>  <i>Pre-Post assessments are administered in all C&amp;TE courses.</i></p>	<p><i>Curriculum, Standards and Pre-Post Documents.</i></p> <p><i>Staff Training and Inservice</i></p>	<p><i>All C&amp;TE courses are now cross-walked with Alaska content standards.</i></p> <p><i>All C&amp;TE courses have a pre-post test assessment tool. The levels of development vary. Much academic work is necessary in this area</i></p> <p><i>24 staff development opportunities were provided</i></p>
<p><i>Work with Instructional Division to integrate employability skills into the District wide programs K-12.</i></p>	<p><i>Staff Training and Inservice</i></p>	<p><i>More than 2000 Employability Skills posters were distributed throughout the district, and teacher training was provided in the use of employability instruction.</i></p>
<p><b>All C&amp;TE curriculum reflects focus on 21<sup>st</sup> Century Alaskan workforce skills.</b>  <i>Each year an increasing number of C&amp;TE courses and teachers will be linked with business and industry partners.</i></p>	<p><i>Staff Training and Inservice</i></p>	<p><i>Teacher Business Safaris program established with more than two dozen Career &amp; Technology education teachers actively participating. Some teachers established new business partners as a result.</i></p>

Career & Technology Education Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<i>Recruit and identify a core group of site-level elementary career education specialists.</i>	<i>Number of participants</i>	<i>Several elementary teachers were identified to establish first core group of elementary career specialists.</i>
	<b>Increase student retention in high school with continuance to post secondary programs every year.</b>	<i>Alignment of secondary career pathways with post secondary training and education opportunities.</i>	<p><i>Career clusters and pathways are defined and aligned with federal identifiers</i></p> <p><i>Post-secondary articulations are establish based upon standards proficiencies</i></p>
	<b>Increase tech/prep opportunities and student enrollment across C&amp;TE areas.</b>	<p><i>Number of Articulations</i></p> <p><i>Number of student credits</i></p>	<p><i>Six hundred and eighty nine (689) students earned fourteen hundred and three (1403) college credits through the Tech/Prep program. Students earn fully accredited, transferable, college credits while performing to the articulated course standards in their high school classes.</i></p> <p><i>Additional courses were added to the list of Tech/Prep articulations. Courses taught at comprehensive high schools were included.</i></p>

Career & Technology Education Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<b>Adhere to Carl Perkins Grant guidelines and mandates.</b>	<i>Grant assessments and reports</i>	<i>The Carl Perkins report was submitted on time, along with the 2004-2005 grant proposals. All aspects of the report were successfully addressed.</i>
	<b>Establish new curricula to meet long term workforce employment forecasts (e.g. health/medical technology, public safety and security, process industries).</b>	<i>Curriculum development activities, pilots and adoptions</i>	<p><i>A team of Anchorage School District and Anchorage Police Department members attended the National Crime and Prevention Conference, in Los Angeles. The purpose was to explore the future needs of our community and the early role the ASD might play. More community and district investment and development is necessary in this area before introducing a pilot program, possibly in 2005-2006.</i></p> <p><i>Collaborative efforts within the curriculum department reap great benefits. Health and C&amp;TE teachers worked together during a special August workshop. New lessons guides were developed for Health and FCS classes. The lessons can supplement the current curriculum with "Careers in Health" exploration.</i></p>
	<i>Support the C&amp;TE Community Advisory Council's effectiveness through the promotion of Council's Mission and Goals.</i>	<i>Community activities; Community-Business participation</i>	<i>Career &amp; Technology Education Advisory Council has over 30 active members and a role of more than 50. Four Council luncheon meetings were held where community and educators engaged in discussions concerning curriculum and community needs. Many of the C&amp;TE Advisory Council members also played very active roles in the District's budget advisory activities.</i>

Music Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
<b>Increase student achievement levels of mastery in music.</b> <i>Initiate K-6 classroom music curriculum review, development of performance standards.</i>	Performance Standards Developed	This objective has been obtained. The K-6 classroom music curriculum was reviewed and performance standards were developed. The draft version of the curriculum guide will be submitted to classroom music teachers for further review and sample lesson plans and assessments will be written this year.

Music Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p><b>Increase student participation in secondary music classes.</b>  <i>Gather and analyze school based data on factors that affect student retention in music courses.</i></p>	<p>School based data collected.</p>	<p>This objective has been <i>partially</i> obtained through informal interviews with music teachers. A more formal method of collecting data will be attempted this year in the form of a questionnaire to be filled out by students who decide to drop from the program.</p>
<p><b>Recruit and retain more music teachers, K-12.</b>  <i>Develop an ASD music program website that includes a recruitment component.</i>  <i>Develop music teacher recruitment package that includes video/DVD</i></p>	<p>Website with music teacher recruitment component, music teacher recruitment package.</p>	<p>The website is near completion minus the recruitment component. Work on the recruitment package and webpage component initiative is scheduled to begin in late November 2004.</p>

Music Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p><b>Increase public's visibility of music department and public access to the department.</b>  <i>Add public feedback component to music program website. Link to music teachers' websites.</i></p>	<p>Music department website with public feedback component and links to music teachers' websites.</p>	<p>Initiative is scheduled to begin during the 2004-05 school year.</p>
<p><b>Increase attendance at festivals and concerts.</b>  <i>Advertise concerts on music department website.</i></p>	<p>Music department website with public feedback component and links to music teachers' websites.</p>	<p>Initiative is scheduled to begin during the 2004-05 school year.</p>
<p><b>Balance Band, Orchestra and Choir repertoires to more closely reflect the community.</b>  <i>Increase communication with teachers regarding balanced programming; research and develop lists of published multicultural arrangements.</i></p>	<p>Better informed K-12 music staff and a resource list.</p>	<p>Initiative is scheduled to begin during the 2004-05 school year.</p>

## Social Studies Six-Year Plan Evaluation for FY 2003-2004

### Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p><i>Complete Phase 1 of Six-Year Curriculum Review Process for middle school and Integrated History.</i></p> <p><i>Recommend changes to K-12 content overview.</i></p>	<p>Needs assessment</p> <p>Committee recommendations to administration and Board.</p>	<p>These objectives are partially attained. The needs assessment is complete except that ASD social studies performance standards for middle school are in development. The content overview recommendations are very near completion; administrative feedback and direction have been received.</p>
<p><i>Begin Phase 1 of Six-Year Curriculum Review Process for grades 4-6.</i></p>	<p>Committee formed to work with secondary committees.</p>	<p>This objective is attained in that the committee performed the role anticipated for '03 / '04. The work continues.</p>
<p><b>Through the Teaching American History Grant (Project Clio), students in grades 4, 5, 6, 9 and 10 increase their understanding of American History, and grow in literacy and historiography skills.</b></p>	<p>Rubric and student evaluation</p>	<p>This objective is not attained. The rubric is to be developed this year, so no hard evidence exists. Some of the units have been developed and taught with positive anecdotal reports.</p>
<p><b>Project Clio produces exemplary curriculum, grades 4, 5, 6, 9, and 10.</b></p> <p><b>American History units incorporated into adopted curriculum.</b></p>	<p>Successful units developed and included in curriculum guides</p>	<p>These objectives are partially attained, based on the units referenced above. Curriculum guide for grades 9 and 10 to be developed this year. Intermediate grade level curriculum guides are to be developed during 2005-2006.</p>

Social Studies Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p><b>Increase teaching of History, Geography, and Civics as content base for literacy and math teaching, K-6.</b></p> <p><i>Course offering in K-6 integration of Social Studies and Literacy is offered during the June ASD Academy.</i></p>	<p>ASDTA course</p>	<p>This objective is not attained. Although two courses were approved pertinent to this area, neither course attracted enough enrollment.</p>
<p><b>High school students from all groups increase literacy skills and understanding of Alaska's history, culture, economy, and government.</b></p> <p><i>Alaska Studies course piloted in fall, revised in spring for June School Board adoption.</i></p>	<p>Pilot course followed by revised curriculum</p>	<p>These objectives are partially attained in that the pilot course took place, and revised curriculum for fall, 2004 was developed and adopted by the Board. No independent instrument beyond the classroom assessments has been developed to measure "all groups" and so forth.</p>
<p><b>Teachers learn and apply Alaska Studies curriculum.</b></p> <p><i>Offer Alaska Studies credit courses; offer Alaska Studies course at June ASD Academy.</i></p>	<p>Pilot course plus ASDTA courses on revised curriculum</p>	<p>These objectives are partially attained in that a four credit course for pilot teachers took place, and some teachers who knew they'd be teaching the revised course fall, 2004 took the ASDTA courses.</p>
<p><b>An increasing number of AP U.S. History teachers are trained and prepared to deliver a rigorous program and to provide equitable access to high-level curriculum by all students.</b></p> <p><i>Five secondary teachers attend ASDTA</i></p>	<p>ASDTA course successfully completed by five or more ASD teachers of AP U.S. History</p>	<p>This objective was partially attained as more than five ASD teachers successfully took the course. Other aspects of the general objective relative to equitable access and so forth have not yet been demonstrated.</p>

Social Studies Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	<p><b>All Social Studies curriculum committees include community participants.</b></p> <p><i>Recruit community members to take part in curriculum review and adoption processes.</i></p>	<p>Committees formed with designated participants.</p>	<p>This objective is not yet attained. Current committee members are all educators.</p>
	<p><i>In partnership with Alaska Humanities Forum and other groups, work for statewide implementation of Alaska Studies.</i></p>	<p>AHF Alaska History and Culture Steering Committee participation</p>	<p>This objective is attained in that the social studies coordinator participates with this group. A pilot is ongoing outside of ASD, organized by AHF. The effort continues.</p>
	<p><i>Continue to work with local, state, and national partners on various initiatives: the Center for Civic Education, Teaching Justice Network, History Day, Gilder Lehrman Institute of American History, Geography Bee, Mock Trial, Model UN, Alaska World Affairs Council, Anchorage Youth Court, etc.</i></p>	<p>Provide support for initiatives that benefit ASD students and are sponsored by those organizations.</p>	<p>This objective is attained in that the social studies coordinator provides support for numerous such initiatives. These endeavors are ongoing.</p>

Health/Physical Education Program Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	Develop eighth grade health curriculum guide	Curriculum guide produced	Participants identified and notified of meetings in coming months.
	Initiate K-6 and high school physical education curriculum renewal cycle: research and review	Committee convened objectives identified	Secondary committee convened and informed of research and review.
	Develop Lifetime Personal Fitness curriculum guide	Curriculum guide produced	Draft version distributed to high schools
	Samples of K-12 fitness data collected e.g. Physical Education for Progress grant initiative data, show improvement in student aerobic conditioning	Height and weight data collected and analyzed for sample groups at secondary sites	Attained. Fitness data for secondary students at selected sites among sample classes collected and compiled.

	Identify cadre of K-6 health curriculum teacher trainers	List of teacher trainers one from each school. Training for these representatives outlined and announced.	Partial list in place.
	Sustain health-related peer education in high schools	Grant awarded	Implementation in progress with peer educator recruitment and training in all traditional high schools and one alternative school

Health/Physical Education Program Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

	<b>Objective/Initiative</b>	Measure	Progress Report /Evidence of Progress
	Organize committee to formulate interim plan for The Great Body Shop	Committee convened.	A small committee consisting of key informants two principals, 6 teachers and one nurse were convened to get some initial input on the plan.
	ASD K-6 health curriculum is taught more thoroughly each year by greater numbers of teachers.	The Great Body Shop Implementation Teacher Survey	Not attained.
	Starting the second year after implementation, Coordinated School Health Program schools show a positive effect of overall healthy climate (such as disciplinary and medical referrals, co-curriculum programs, student surveys in annual Student Report Cards).	Data sources from two elementary schools trained and implementing the Coordinated School Health Program.	Team members from two elementary schools, Willow Crest and Northwood, have participated in a summer booster session on Coordinated School Health Programs to revise action plans to meet stated objectives for data collection.

	Provide school year credit classes in Health and Physical Education	MLP list of credit classes sponsored by the Health and PE Department.	Attained through delivery of professional development classes for both health and physical education teachers.
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Health/Physical Education Program Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	Measure	Progress Report /Evidence of Progress
	In collaboration with Literacy Department, infuse high school Language Arts Teen Issues and Reading classes with health curriculum topics, using health issues trade books	Purchase and dissemination of health-related trade books with teacher training for introduction of new or modified course in schools.	The Alaska State Department of Education and Early Development assisted with purchase of books and provided a consultant for one credit class held on "Healthy Reading" during the summer ASDTA.
	Continue community partnerships for health and fitness (e.g., Heart Run, Cross Country Jamboree, Health Fairs, etc.)	Dissemination of information and recruitment of ASD employee volunteers for events with significant participation by ASD students.	Greater numbers of schools and/or students participated in the Heart Run and other Healthy Futures events.

DISTRICT VISUAL ART PROGRAM Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
<p><b>Increase achievement levels: mastery of art content, skills, and concepts (art as visual language; diverse learning modalities).</b></p>	<p>K-6 Lesson design components include objectives, motivation, skills, media, art concepts, vocabulary, art production and interdisciplinary connections.</p> <p>The elementary art guide was designed with mapping and pacing guides.</p>	<p>This objective is on-going and is reinforced through the process of writing, field testing and reviewing art curriculum designed specifically for the Anchorage School District. This process was supported through a year long credit course, cross district inservices, ASTDA art sectionals and professional development credit course: "Teaching Meaning In Artmaking," presented by Dr. Sydney Walker, The Ohio State University.</p> <p>Mapping and pacing guides are included in the elementary art curriculum revision.</p>
<p><b>Articulate K-12 art curriculum across the instructional levels</b></p>	<p>K-6 overviews provided for principals and new to district art teachers</p>	<p>Curriculum overview provided for K-6 principals, including pacing and mapping guidelines. Partially attained, and will be ongoing to include 7-12 principles. Content standards, K-12 have been developed; performance standards, K-12, are being developed.</p>

<p><i>Finalize K-6 curriculum renewal (Initiated FY 2002-2003)</i></p> <p><b>Revised K-6 curriculum guide, complete, including guidelines, articulation mapping/pacing, core lessons, assessments, aligned with national standards.</b></p> <p><i>Initiate middle level art curriculum review</i></p> <p><b>AP art teachers and potential AP art teachers learn updated content and strategies for AP Art Studio and AP Art History.</b></p> <p><b>K-12 art teachers make interdisciplinary connections: strategies and assessments that underline ASD's Inquiry-Based (DBAE) art curriculum.</b></p>	<p>Inservices provided for new art teachers</p> <p>6 year revolving curriculum review cycle established</p> <p>Curriculum guide</p> <p>Review committee, 2004-2005</p> <p>Training provided for AP Art Studio and AP Art History during ASDTA, June 7 –10 2004</p> <p>Lessons and trainings</p>	<p>Provided individual curriculum conference with new to district art teachers in August. Guides were provided, including an introduction to the district's art philosophy which is the driving force behind the sequential curriculum.</p> <p>Elementary curriculum reviewed, 2002-2003</p> <p>Revisions in progress, including a lesson plan sheet that reflects both state/national art standards and other subject area content standards; mapping and pacing guides completed; core lessons identified, K-6.</p> <p>Initiating review committee and schedule.</p> <p>AP Art Studio is offered in one stand along program and three school offer combined classes at the high school level; AP Art History is offered in "pilot" status in one high school with an enrollment of 24 students.</p> <p>Yearlong art curriculum credit course is offered. Major inservice, connected with a credit course was provided to improve instruction. Dr. Sydney Walker presented "Teaching Meaning In Art Making," November 11-13, 2003, the first of a series of six major art education activities designed to complement the "inquiry-based" curriculum.</p>
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<p><i>AP Art History Pilot</i></p>  <p><i>Teaching Meaning In Artmaking Presenter, Dr. Sydney Walker, The Ohio State University</i></p>  <p><i>Expand higher-level opportunities for students through summer school art intensive.</i></p>	<p>Year one of pilot implemented at Dimond High School</p>  <p>Inservice and credit course</p>  <p>Offered high school level Art Studio and AP Art Studio for credit options</p>	<p>This initiative is in the first of a two year pilot status; 25 students enrolled in the class. Curriculum materials, recommended by the College Board, are being field tested in the 2004-2005 class.</p>  <p>November 11, 2003, 60 art teachers attended the inservice; November 11-13, 23 art teachers completed the credit course. Teachers increased their instructional strategies for guiding students to look for “big ideas” and turn them into creative expression artworks. (In addition, teachers increased their knowledge of the UAA art program and offerings by providing the inservice in the UAA art building.)</p>  <p>25 students completed the three week intensive program, June 18-July 12, 2004, held in conjunction with the West High School summer school program; 24 chose to take the course for credit, 5 students elected to enroll in AP to refine portfolio requirements as set by the National College Board guidelines.</p>
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DISTRICT VISUAL ARTS PROGRAM Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p><b>Increase student enrollment in middle school and high art classes by 10% each year</b></p>	<p>Student enrollment data collection, fall and spring semester</p>	<p>2,146 students enrolled in the middle level art program; 3,591 high school students enrolled in the regular art program during the school year; 24 high school students enrolled in the high school summer school art enrichment program, for a total of 3,615 students.</p>
<p>Apply best practices, K-12</p>	<p>Cross district inservices, credit courses, and staff development program provided throughout the school year; ASDTA, June 7-17, 2004 (teacher academy)</p> <p>Teaching Meaning in Artmaking</p> <p>Yearlong art credit course</p>	<p>Provided 7 art credit courses, open to both art and classroom teachers, during the teacher academy: 2 AP Art trainings (Art Studio and Art History), 1 clay course, 4 interdisciplinary courses: reading/language arts, science/math, social studies and DBAE.</p> <p>This was the first in a series of six staff development programs offered, featuring nationally recognized art educators. Training took place Novemer 11-13, 2003.</p> <p>Teacher generated syllabus addressed the art teacher’s instructional/professional needs. Teachers earned credits for attending 16-30 contact hours and completed a final lesson plan. Credit was optional. K-12 art teachers selected sessions to attend from a “menu” of 10 class time and “bonus” offerings.</p>

	<p><b>Appropriate, non-toxic materials and equipment in all schools</b></p> <p><b>Hire and retain highly qualified art teachers</b></p> <p><i>Research art curriculum and delivery models for intensive needs students</i></p>	<p>State and National Art Education Association conferences</p> <p>Teacher input, research, testing products</p> <p>Recruitment and conducting screening interviews for art applicants</p> <p>Internet research</p>	<p>8 art teachers attended the National Art Education Association conference in Denver, CO., at their own expense; 19 art teachers attended the Alaska Art Education Association conference in Fairbanks, at their own expense. Conference attendees provided three separate workshops for colleagues. Art teachers practiced new ideas and implemented activities in the classroom, i.e., "Detective Folders." One credit course option included discussing a paper Dr. Laura Chapman presented during the NAEA conference in Minneapolis.</p> <p>This important goal is ongoing and monitored throughout the school year. Input is provided by art teachers, principals, and problem solved with the Purchasing Department and vendors.</p> <p>Assisted the Elementary Division and secondary principals to fill vacant positions: replaced 2 elementary, 2 middle level, 1.5 high school art teachers and 1 charter school art position was filled from the district pool of eligible to hire applicants.</p> <p>This initiative is time consuming because limited resources are available. This project will continue in a research mode during the 2004-2005 school year.</p>
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DISTRICTWIDE VISUAL ART PROGRAM Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<b>Curriculum change is informed by assessment data and by community participation in review cycle.</b>	Review cycle	Established a six year review cycle for the K-12 art program.
	<b>K-12 review cycle</b>	Published review cycle	Elementary art curriculum review completed; revisions included; designing lesson plan format that will replace the current model. The lesson format includes both art and interdisciplinary standards used for individual art lessons. Middle level review will take place next school year.
	<b>Student art exhibition at the Anchorage Museum of History and Art, showcasing students from all enrollment areas and all ability levels.</b>	Exhibition schedule	835 artworks featured in 6 public places; reception hosted at the museum for 936 individuals during a 2 1/2 hour public reception.

Bilingual/Multicultural Education Program Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Each year, a higher percentage of students will be reclassified to a higher language proficiency level over the previous year; and a higher percentage of students is exited from the program.</p>	<p>IDEA Proficiency Test (IPT) – Assessment of English language proficiency in the four skill areas: listening, speaking, reading, and writing.</p>	<p>721 students were reclassified from non-English-proficient (NEP) to limited-English-proficient (LEP). 677 students were reclassified from LEP to fluent-English-proficient (FEP). 126 students exited the program for progress. 66 seniors graduated.</p>
<p>Each year, on average, Bilingual Education students will achieve higher scores on District and state assessments in the content areas.</p>	<p>.Benchmark Exams at grade levels 3, 4, 6, 8 TerraNova (CAT 6) at grade levels 5, 7, 9 HSGQE at grade levels 10, 11, 12</p>	<p>57% Proficient in language arts 51 % Proficient in Math</p>
<p>Work as part of Alaska State English Language Development Committee on Standards to complete standards for adoption by State Board of Education in March.</p>	<p>Approval by Alaska State Board of Education</p>	<p>English Language proficiency Standards were developed, submitted to, and adopted by the Alaska State Board of Education. English language proficiency test was developed to measure in a standardized method students' fluency and proficiency in the English language.</p>
<p>Staff development for paraprofessionals focuses on effective collaboration as part of the classroom teaching year.</p>	<p>Attendance and participation by bilingual tutors in the BMEP developed and planned training delivered in four workshops (3 hours per workshop).</p>	<p>102 Bilingual tutors received training in the Aspire Curriculum-Professional Development for Bilingual and ESL paraprofessionals.</p>

	<p>Staff development for certificated staff continues Sheltered Instruction Observation Protocol (SIOP) training, and alignment of curriculum with English Language Development (ELD) standards.</p>	<p>Attendance and participation in SIOP credit course during the school year and at the SIOP Institute during the summer.</p>	<p>50 bilingual resource teachers and ESL teachers received training on the SIOP techniques during BMEP mandated training over 5 release time days during the year.</p> <p>20 ASD mainstream classroom teachers participated in the SIOP credit course during the school year.</p> <p>25 ASD mainstream classroom teachers participated in the 3-week SIOP Summer Institute .</p>
	<p>Operate 12 Elementary Learning Centers and Newcomer's Center for secondary students.</p>	<p>Enrollment of students identified LEP</p>	<p>Elementary Bilingual Learning Centers increased from 11 to 12 during the 2003-04 school year. Klatt Elementary School continued a steady increase of LEP student enrollment over the 5 previous years. A Learning Center was implemented to provide additional services for LEP students at the school.</p> <p>The Newcomers' Center continued to enroll and provide intensive English language instruction for new-to-district (as well as new to the country) immigrant students. A total of 62 students including 44 new-to-district students received service at the NC.</p>

Bilingual/Multicultural Education Program Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<p>Annual staff development for Bilingual staff includes Respecting Ethnic and Cultural Heritage (REACH) curriculum for understanding our diverse learners.</p>	<p>Attendance and participation in BMEP mandated release-time training sessions for both certificated and paraprofessional staff.</p>	<p>Six 2-hour training sessions were conducted for paraprofessional staff to receive REACH curriculum strategies.</p> <p>Five 1-hour training sessions were conducted for certificated staff to receive REACH curriculum strategies.</p>
	<p>An increasing number of regular classroom teachers each year learns and applies approaches for culturally responsive teaching.</p>	<p>Attendance and participation by staff at 6 middle schools in REACH workshops.</p>	<p>Follow-up to Reshaping Education for All Learners (REAL) Project grant participants at middle schools. Study groups continued during 2003-04.</p> <p>Culturally responsive standards implemented and used by teachers in lesson plan preparation and lesson delivery.</p> <p>54 "Living Voices" presentations at elementary, middle, and high schools district-wide.</p> <p>Six (6) Artist-in-Schools Residencies (12 weeks total) at district schools.</p>

Bilingual/Multicultural Education Program Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<b>New-to-District K-6 teachers and teachers who have not had the training get sheltered Language/Culturally Responsive Approaches training, and apply to their practice.</b>	<b>Number of teachers participating in the K-6 training</b>	<b>Workshops developed at 3 levels (Part I, II, III), delivered to over 200 teachers during the year.</b>
	<b>Teachers and other staff members trained to use and to train on Cognitive Academic Language Learning Approach (CALLA) are in every middle school.</b>	<b>Number of middle school certificated and paraprofessional staff trained.</b>	<b>124 certificated and paraprofessional staff who received training through Reshaping Education for All Learners (REAL) Project Grant (2001-03) continue to participate in follow-up peer study groups, coach and mentor staff at respective schools in CALLA.</b>
	<b>At least 10 secondary administrators and at least 25 teachers each year learn and apply Sheltered Instruction Observation Protocol (SIOP) to their instructional leadership.</b>	<b>Number of administrators and teachers who learn and apply strategies</b>	<p><b>50 bilingual resource teachers and ESL teachers received training on the SIOP techniques during BMEP mandated training over 5 release time days during the year.</b></p> <p><b>20 ASD mainstream classroom teachers participated in the SIOP credit course during the school year.</b></p> <p><b>25 ASD mainstream classroom teachers participated in the 3-week SIOP Summer Institute.</b></p>
	<p><b>English as a second language classes provided for parents of LEP students.</b></p> <p><b>PASSport to Success – parent education curriculum that focuses on academic achievement rather than life skills parenting.</b></p>	<b>Availability of classes and number of parents participating</b>	<b>30 parents of LEP students participated in ESL classes and PASSport to Success classes offered over 18 weeks (2 hour sessions on Saturdays) during the school year and also for an additional 9 weeks during the summer.</b>

	<b>Provide parents of LEP students with notification of important information regarding student participation in the bilingual program and test/assessment data.</b>	<b>Translation of documents in a language parents can read and understand</b>	<b>Translation of documents in five major languages: Spanish, Samoan, Tagalog, Hmong, and Korean. Letters of notification of program participation Letters regarding assessment data (Benchmarks and TerraNova)</b>
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Migrant Education Program Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
	<b>Preschool students will show progress on the <i>Creative Curriculum Developmental Continuum for Ages 3-5</i> during their enrollment in preschool.</b>	Student data collected with the <i>Creative Curriculum Developmental Continuum for Ages 3-5</i>	All students participating in Migrant Education preschools showed progress on the <i>Creative Curriculum for Ages 3-5</i> .
	Teachers learn and implement <i>The Creative Curriculum for Preschool</i> and <i>The Creative Curriculum Development Assessment System</i> .	Classroom observations of teachers by Migrant Education Program Supervisor and teacher-trainers.	All teachers demonstrated initial learning and implementation of <i>The Creative Curriculum for Preschool</i> and <i>The Creative Curriculum Development Assessment System</i> .
	Teachers will receive training and on-going classroom support to deliver developmentally appropriate instruction for each student through the use of <i>The Creative Curriculum for Preschool</i> .	Teacher training	Migrant Education preschool teachers participated in a three-day workshop providing them with an overview of <i>The Creative Curriculum for Preschool, Fourth Edition</i> . On going, in-class training was provided to teachers throughout the year as well as additional workshops emphasizing aspects of the curriculum.
	<b>Migrant Education students' reading scores will, on average, increase over previous year as measured on District assessments.</b>	District assessments of student reading scores for 2003-04 will be used as base line data for future evaluation	Discussions with Evaluation & Assessment were conducted to further the goal of The Migrant Education Program receiving necessary student information reports.

Goal 1 (Continued)

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<b>Migrant Education students PreK-6 will, over the course of the year, increase time engaged in reading for enjoyment.</b>		
	Migrant Education will offer literacy activities across the curriculum introducing children's literature and extending children's experiences with literature.	Record of activities conducted throughout the year	Literacy learning activities were offered to Migrant Education families throughout the year at the approximate rate of one activity every two weeks.
	Migrant Education will provide quality children's literature to students participating in literacy activities.	Record of each participant at each activity and documentation that a selection of literature was made by the student.	Migrant students, preK through sixth grade, participated in family reading activities throughout the year and at each activity received quality children's literature to further develop personal libraries.

Migrant Education Program Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
	<p><b>Preschool students will have an appropriate learning environment designed to support curriculum delivery.</b></p>	<p>.</p>	
	<p>Each year, identify appropriate resources, as determined by the unique needs of each preschool class, to ensure school success.</p>	<p>Classroom observations by Migrant Education Program Supervisor, teacher-trainers and teachers</p>	<p>Student needs unique to each classroom were identified and resources were secured to address those needs to the extent possible within budgetary constraints.</p>
	<p>Stakeholders (i.e., parents, staff, relevant community members, and service providers) are contacted to determine the needs of preschool population.</p>	<p>Occurrence of staffings, meetings, discussions and collaborative effort to best identify and address needs of each classroom</p>	<p>Teachers, parents, Migrant Education Social Services Specialist, Program Supervisor, and consultants from the community were all involved in assessing pre-school students' needs and instrumental in developing resources to best address those needs.</p>
	<p><b>Preschool students receive appropriate screenings, assessments, and service delivery facilitation to meet assessed needs.</b></p>	<p>Occurrence of screenings, assessments and service deliver facilitation</p>	<p>Students were screened and assessed to the degree possible with the services available within ASD departments and community agencies.</p>

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
	Staff receives training to screen students and initiate the referral process.	Occurrence of staff training	Migrant Education preschool teachers received training from ASD Special Education Department to do initial screening of students and initiate the referral process when necessary.
	Students receive appropriate vision, hearing, height and weight screening conducted by a registered nurse.	Occurrence of screening	A registered nurse was contracted to conduct vision, hearing, height and weight screenings and monitor immunization information of preschool students throughout the year. Appropriate screening equipment was purchased to conduct health screenings.
	<b>Students served by the Migrant Education program remain in school.</b>	School attendance of Migrant Education students	All Migrant Education students did not remain in school. Attendance information from 2003-04 will be used to inform further evaluation.
	<b>Migrant Education students, grades 7-12, increase their leadership and pro-social skills as measured by behavioral observations of participants and numbers of participants in leadership activities.</b>	Anecdotal data	Anecdotal data from students, teachers and parents indicates growth in student leadership and prosocial skills
	In collaboration with Indian Education and Cook Inlet Tribal Council, Migrant Education will offer outdoor leadership activities.	Occurrence of collaboration, outdoor leadership classes and student participation	Migrant Education students, grades 7 through 12, participated in the outdoor leadership program increasing their pro-social skills through interactions with peers and adults in a positive, supportive environment. Collaboration at both program delivery level and administrative level took place.

	<b>An increasing number of Migrant Education students receive appropriate medical, dental, legal, and social services referrals to community agencies.</b>	Data collection of student screening and referral	Migrant students of all ages received referrals to appropriate medical, dental, legal and social services in the community. Data collected during 2003-04 school year will be used at base-line information for future evaluations.
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Migrant Education Program Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
	<b>High-risk preschool children served by ASD federal programs have their best chance of succeeding in school.</b>		
	Collaborative of Migrant Education, Indian Education, Title I, and Title I Child In Transition/Homeless Project:	Occurrence of and participation in the collaborative process as indicated by the minutes of Preschool Consortium meetings	The Migrant Education Program participated with Indian Education, Title I, and Title I Child in Transition/Homeless Project to develop a vision and goals document and lay the foundation for continued collaboration to most effectively serve the high-risk populations of the involved programs.
	<ul style="list-style-type: none"> <li>• Presents an informed, united program design in communicating with the community.</li> <li>• Combines funds for efficiency and to deliver services together that individual programs cannot provide at the same level.</li> <li>• Jointly plans for integrated and comprehensive services</li> </ul>		

Indian Education Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
<p><b>Indian Education Program eligible students currently below the Annual Measurable Objectives will increase their LA and Math Proficiency 10% over the previous year.</b></p> <p><b>The % of Indian Education eligible students who demonstrate proficiency on benchmark test and HSGQE will increase by 10% each year.</b></p> <p><b>The graduation rate for Indian Education eligible students will increase by 10% each year.</b></p>	<p>Based on the Benchmark, Terra Nova/CAT6, and HSGQ Exams (All Tested Students, Grade 3-10), Anchorage School District.</p> <p>12<sup>th</sup> Graders Who Have Not Passed all Three Parts of the HSGQE</p> <p>ASD Graduate reports, 2002-2003 and 2003-2004.</p>	<p>The objective was not attained.</p> <p>The objective was attained. In 2003-2004 145 or 94.8% of the Alaska Native 12<sup>th</sup> Graders passed the HSGQE, 22 or 84.6% of American Indians passed in 2003-2004.</p> <p>Goal was not attained.</p>
<p>The Indian Education Program will provide academic support through tutoring that is provided during the school hours, after school and evening, K-8.</p>	<p>Each Tutor/Counselor collects data for each student. A student must be seen for at least ten times in a school year. Indian Education elementary staff provided academic support to 1,860 students in 39 elementary schools and four middle schools</p>	<p>Goal was attained.</p>
<p>Train IEA staff to analyze assessment data and to identify materials and methods to use in tutoring students K-8.</p>	<p>Staff Workshops</p>	<p>Staff training was provided in the areas of: 1) analyzing assessment data; 2) sharing effective strategies and materials for tutoring in specific areas of need; 3) sharing information with parents on NCLB and ramifications for their children; and 4) effective reading</p>

			strategies for students.
	Train IEA staff in the use of materials such as the Lightspan Adventures and Lightspan Network for individualizing academic support, K-8.	Staff Workshops	Staff training was provided to staff on the use of the Lightspan Adventures and the Lightspan Network.
	Working with Assessment and Evaluation, develop capability to report out assessment data K-12 for Indian Education staff and school use.	Terra Nova and Benchmark test scores for Alaska Native and American Indian students by grade and school were provided through ASD Assessment and Evaluation and Data.	Goal was attained.
	Analyze test data to determine appropriate placement of Indian Education staff, K-8.	Provided staff workshops on analyzing test data.	This objective was attained. Staff received training on how to read Terra Nova/CAT 6 and HSGQE data
	Increase % of students annually who score "Advanced Proficient."	Year to year comparison of % Advanced in Language Arts and Math based on the Benchmark, Terra Nova/CAT6, and HSGQE Exams (Grades 3-10) Anchorage School District	This objective was attained.
	<b>Increase Percentage of Alaska Native students who enroll in higher-level high school courses and who take part in university-sponsored experiences.</b>	Students taking AP courses in 2003 and 2004, Anchorage School District.	This objective was attained by the Alaska Native students but not by the American Indian Students

	<p>Work with UAA Native Sciences and Engineering Program for Native juniors and seniors.</p> <p>Work with partners to connect students with college scholarships.</p> <p>Link students with College Horizons and similar programs.</p> <p>Revive Indian Education College Seminars.</p>	<p>Indian Education staff schedule opportunities for community members, college and program representatives to present and assist students as the opportunities present themselves or on an as needed basis.</p>	<p>This goal was attained.</p> <p>This goal was attained.</p> <p>This goal was attained.</p> <p>This goal is being addressed during the 2004-2005 school year.</p>
	<p>Research models utilized to increase the enrollment of culturally diverse students in Advanced Placement programs.</p>		<p>This goal is being addressed during the 2004-2005 school year.</p>
	<p>Pilot test the Alaska Studies Course curriculum in 11 classrooms and revise the curriculum for high school</p> <p>Provide training for teachers on the Alaska Studies Curriculum.</p>	<p>11 classrooms piloted the curriculum.</p> <p>Offer credit classes and in-services to train teachers</p>	<p>The Alaska Studies Curriculum was finalized and approved by the school board. Printing and purchase of final materials took place and the curriculum was ready for fall 2004 implementation.</p> <p>Teacher training was offered at the ASDTA, and in the fall. Two additional days of training were also offered when school began.</p>
	<p><b>Increase % of Indian Education eligible students entering kindergarten who have demonstrated adequate readiness skills.</b></p>	<p>Develop a preschool classroom to help prepare students in their educational career.</p>	<p>This goal was attained. A collaborative effort between Migrant Education, Title 1 and Indian Education created a preschool for Indian Education eligible students. 14 students participated during the 2003-2004 school year.</p>

Indian Education Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

	<b>Objective/Initiative</b>	Measure	Progress Report /Evidence of Progress
	<b>Supportive and Effective Learning Environment</b>		
	Design a transitions program for Indian Education eligible students, with a focus on those students new to district and new to school.	Create documents and training models to implement transitions programs.	Two drafts were created to implement at schools: 1) Rural Family School Orientation and 2) Sixth Grade Transitional Field Trip.
	Provide a draft of plans to school staffs and Instructional Division for feedback.		This goal will be addressed in the 2004-2005 school year.
	<p>Help create a climate of respect for all students, teachers, administrators, and parents.</p> <p>Include expertise of Native organizations, recognized local experts, and elders in ASD cultural orientations.</p>		These goals will be addressed during the 2004-2005 school year.

	By the end of year 1, the ASD has a training module on Native traditional communications styles and offers this training through the Leadership Academy.	Educators participate in the trainings.	This objective was obtained. Courses were offered for classroom teachers to enhance their skills in working with Native students. Alaska Alive and Multicultural Studies for Alaska's Teachers were made available during the school year and at the Leadership Academy and ASDTA.
	Use ASD student data system to access pertinent data for mobile students who move from school to school in ASD.	ASD's Enrollment Statistics	This goal was attained.
	Research ways to access and share pertinent data from/with other school districts on highly mobile students, to ease transition.		This goal will be addressed during the 2004-2005 school year.

Indian Education Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p><b>Parents will feel welcomed and comfortable as they visit schools, K-12</b></p> <p><i>A training module appropriate for all school staff centered upon an inviting, welcoming and personal school is developed.</i></p>		<p>This will be addressed during the 2004-2005 school year.</p>
<p><b>Ensure the active participation of the Native Advisory Committee and other members of the Native community in ASD activities.</b></p> <p><i>Provide training to NAC on roles and responsibilities</i></p> <p><i>Provide avenues for the Native community to learn of opportunities for participation in ASD decision making committees.</i></p>	<p>Providing the training to NAC members during a workshop.</p>	<p>This goal was partially attained, the NAC were trained on their roles and responsibilities. The goal will be addressed fully during the 2004-2005 school year.</p>

<p><b>Establish and maintain partnerships with local Native organizations and associations in tracking Native student success.</b></p>		<p>This goal will be addressed during the 2004-2005 school year.</p>
<p><b>Increase Native parents' involvement in their children's education.</b></p> <p><i>On a Districtwide basis, provide seminars quarterly for parents to learn about a variety of teaching materials, including Lightspan and how they can access it at home.</i></p> <p><i>In at least two enrollment areas, offer a twice a week evening program for students and parents Districtwide to participate in a variety of academic and cultural programs.</i></p>	<p>Offering evening programs at two enrollment sites.</p>	<p>This goal was partially attained. We provided an evening program in Eagle River and at North Star Elementary. During the 2004-2005 school year we will be providing quarterly seminars for parents.</p>

Gifted Program Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<b>Increase both numbers and proportions of Native/LEP/under represented groups who are identified and served by Gifted Education, K-6.</b>	<ul style="list-style-type: none"> <li>-Revise qualifying standardized achievement and ability assessments for students in Title I schools.</li> <li>-Assessments which are unbiased in the areas of vocabulary and language.</li> <li>-Alternative Portfolio Assessments</li> <li>-Teacher nomination through small group observations.</li> </ul>	Total enrollment of identified students in Title I schools increased by 16%. The Program <b>exceeded</b> its goal by 6%
	<b>Serve more students in two Title I target schools</b>	-Evaluate student enrollment numbers and target schools that have the lowest enrollment of all the Title I schools.	The Gifted Program targeted three Title I schools. The goal was met and <b>exceeded</b> by one school.
	<b>Increase both numbers and proportions of middle school Native/LEP/Under-represented groups who are identified and served by Gifted Education</b>	<ul style="list-style-type: none"> <li>-Evaluate standardized test scores of 7<sup>th</sup> grade students and identify possible students who fit the criteria.</li> <li>-Implement an alternative assessment for students in the 90%-92% in Title I middle schools.</li> </ul>	Goal continues to be in progress. Some students who were enrolled in Title I middle school transferred to other schools during the school year.
	<b>Designate a counselor with gifted training to assist underachieving middle school students (district-wide)</b>	-Hired 2004	- Full-time Counselor works with elementary and middle school students who are in need of assistance in the areas of underachievement.

Gifted Program Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<b>Increase numbers of underachieving and under-represented high school students who are identified as gifted and placed in the high school program.</b>	<ul style="list-style-type: none"> <li>-Evaluate ACT and CAT scores of high school juniors and seniors to see if there is a correlation between high achievement scores and low grade point averages.</li> <li>-Discuss possible referrals with high school counselors.</li> </ul>	Goal is still in progress.
	<b>ASD K-12 adopted curriculum meets the needs of gifted learners.</b> <b>-Curriculum guides in the academic areas can be differentiated for gifted learners.</b>	<ul style="list-style-type: none"> <li>-Take part in curriculum department meetings.</li> <li>-Provide input on curriculum standards for gifted learners.</li> </ul>	<ul style="list-style-type: none"> <li>-Gifted Program collaborated with the math department to assess academic qualifications for pre-algebra and algebra.</li> <li>-Gifted Program continues to collaborate with the language arts department regarding appropriate reading selections for gifted middle school students.</li> </ul>
	<b>ASD Gifted Program provides in services and training for regular classroom teachers, differentiating curriculum and instruction in the regular programs, as part of major curriculum adoptions</b>	<ul style="list-style-type: none"> <li>-Facilitated differentiated curriculum trainings in two elementary schools and two middle schools.</li> <li>-Facilitated a credit course in Gifted in the State Standards during the Anchorage School District Teacher Academy. 24 teachers participated in the workshop.</li> </ul>	-Goal will continue in 04-05 with trainings at Clark Middle School and several elementary schools that have expressed interest in the topic.

Gifted Program Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
	<b>New-to-Gifted and veteran staff-teach at a uniformly high level of excellence in content, assessment, standards linked curriculum, and pedagogy.</b>	-Provide mentoring and coaching specific to staff members' needs. -Provide staff development opportunities through ASDTA.	-One teacher expert in the Gifted Program is designated to help new and veteran teachers on curriculum alignment and differentiated practices. -Goals continue to progress.
	<b>Gifted Education teachers acquire cutting-edge knowledge of the field.</b>  <b>Expand Gifted credit course opportunities for all teachers.</b>	-Staff attends National Association of Gifted Children (NAGC)  -Provide eight credit course	- 4 staff members attend NAGC conference.  - <b>Exceeded</b> the goal and provided eleven credits
	<b>Incorporate best practices using technology in every elementary classroom.</b>  <b>Train Gifted staff on software applications and educational programs.</b>	-Provided staff in computer software trainings, web design.  -Implement a weekly email correspondence system between elementary staff and parents.	-Met goal and continue to progress.  -Met goal and continue to progress.
	<b>Provide computer hardware and software for K-6 Gifted classrooms, equipping additional classrooms each year.</b>	-Provide updated EMAC computer hardware and OSX software in all IGNITE	-Met goal and continue to progress.
	<b>Teachers learn and use techniques for developing self-directed learning in students.</b> <b>-Host Autonomous Learner Model seminar.</b> <b>-10% of classrooms K-6 apply Autonomous Learner Model</b>	Autonomous Learner Model seminar had 50 teachers district-wide attend. -Twenty-five classroom teachers attended the follow-up course on the Model. They all implemented the model in their classroom	The goal is exceeded by 20 classroom teachers.

Gifted Program Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<b>Disadvantaged gifted students get enrichment opportunities that support their talents in science, math, and the arts</b>	Form two Super Saturday Enrichment Camps for two Title I schools.	Goal was met. 90 students attended the enrichment camps.
	<b>Gifted students district-wide gain focused, extended learning in science, math and the arts.</b>	-Collaborated with Alaska Pacific University to coordinate a summer camp for students.	-Continue to work toward the goal.
	<b>Provide training in “underachievement” for mid-level gifted teachers and mid-level counselors</b>	Collaborated with gifted contact teachers to discuss concerns. Invited a private psychologist to discuss the student concerns.	-Continue to work toward the goal.
	<b>Expand summer gifted mentorship program to up to 10 students.</b>	-Gifted Mentorship coordinator facilitated the summer mentorship program through the high school summer school program.	-The mentorship program exceeded its goal from 10 students to 11 students.

Gifted Program Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<b>Develop a state-wide alliance with other districts and program in Gifted Education</b>	-Communicate with small and large school districts in Alaska that have active gifted programs.	-Goal is still in progress
	<b>Increase teaching of self-directed learning and higher order thinking skills in the regular classroom.</b>	-Train classroom teachers in the Autonomous Learner Model (ALM) in targeted elementary schools.	-Goal is still in progress.
	<b>Provide monthly parent forums on giftedness and achievement.</b>  <b>Provide a quarterly newsletter to parents, schools, and teachers.</b>	-Publicize forums in newspaper, school newsletters, and on the district website.  -Provide the newsletter on email and in hard-copy form.	-Goal was met and still in progress.  -Goal was met and still in progress.
	<b>Include parents on steering committee for Gifted Education Plan of Service for 2004-07.</b>	-Facilitated two parent meetings, two ASD staff meetings pertaining to changes in the plan of service.	-Goal was met.

Gifted Program Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<b>Conduct a “child find” of Rogers Park Individualized Acceleration (IA) Program alumni.</b>	-Assess research possibilities with the Assessment Division.	-Goal is still in progress
	<b>Increase communication and collaboration with other departments and programs within the Instructional Division.</b>	-Attend weekly leadership/management meetings facilitated by the Superintendent.	-Goal is still in progress.
	<b>Develop community partnership strategy and implement initiative.</b>	-Mentorship coordinators expand their outreach with community organizations.	-Goal is still in progress.

## Training and Professional Development Six-Year Plan Evaluation for FY 2003-2004

### Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<b>Teacher Mentoring Program</b>	70% of the new teachers will choose to be matched with a trained and effective mentor	Data indicates that over 50% of the “post service” new teachers made the decision to enter into a mentoring relationship. The data is complicated by the definition of “new teacher,” i.e., do you only count new-to-the-profession? We have initiated tracking systems in MLP to assist with this question for the 2004-05 6YP Evaluation.
<i>Train 120 additional mentor teachers each year</i>	120 trained mentors identified in the course rosters of mentoring courses posted to MLP	<ul style="list-style-type: none"> <li>• Goal <i>Partially Attained</i></li> <li>• Over 100 potential future mentors were trained during the 2003-04 school year. Those trainings included beginning foundation trainings focused on awareness and skill issues, more advanced trainings centered around such topic areas as observation and feedback, and specific “induction and leadership” credit courses. In addition collaboration with the UAA APTE preservice program resulted in multiple cross training events where the TPD Mentoring Team assisted in trainings and institutes and APTE assisted in ASD professional development activities.</li> <li>• 2004-05 Plans are in place to fully meet the 120 mentor-training target.</li> <li>•</li> </ul>
Support and follow up for mentoring relationships	Mentor liaison calendars indicating professional visits and support for the site mentors. Mentor program orientations and spring celebrations.	The measurement during 03-04 was not as effective as desired and we have instituted communication devices and tracking tools in MLP to allow for greater and earlier analysis of the quality of the mentoring relationships.

	Promote mentoring across divisions	Analysis of mentoring matches by division	We had an increased number of senior high school participation in the training and actual matches. We have hired through Title II a mentor liaison who works specifically with the middle and senior high. We are extremely excited about the support the divisions have given to requiring mentor training for teachers engaged in preservice mentoring, as well as post.
	Provide materials and resources for mentors and mentees	Resource allocation Information communication	We provided text material and books for new-to-the-profession teachers centered around issues commonly facing new teachers. Kay Bennett in TPD produces a newsletter for new teachers and mentors keeping them informed of relative issues and resources available to them.
	Ninety percent of mentee survey respondents will rate their mentoring relationship as satisfactory or higher and report that they believe the mentoring relationship helped them deliver effective instruction in their classroom	Quantitative analysis of survey data collected through MLP and face-to-face qualitative interviews.	<ul style="list-style-type: none"> <li>• Goal <i>Partially Attained</i></li> <li>• Face-to-face interviews were done with 85% of the mentees involved in the program. Satisfaction varied, but mentees were most satisfied when there was a match in location, grade level, and content.</li> <li>• Mentors completed an online MLP program evaluation survey. Mentors indicated an 82% satisfaction rate (agree/strongly agree) with the statement with the support and resources provided by the AEA/ASD Teacher Mentor Program.</li> <li>• 2004-05 Plans include a quantifiable survey of the mentees, as well as a continuation of the mentor survey evaluation. Comparisons will be able to between years to determine how modifications and redesigns have impacted the satisfaction rate of the mentors and mentees. Discussions will occur with Human Resources to determine the best "exit-interview" strategy.</li> <li>•</li> </ul>
	<b>ASD/University Collaboration on NCLB issues</b>	No quantifiable measurement identified.	Goal Attained and Ongoing
	<b>Conduct an ASD summer academy</b>	Developed and implemented.	Successfully attained

	<b>Internal leadership capacity</b>	No quantifiable measurement identified.	TPD will work with departments to see if there is interest in using the Kouzes and Posner Leadership Profile Inventory tool for future analysis of leadership capacity.
	Number of qualified potential administrators grows each year	75% of administrative trainees will be “qualified” for hire.	Over 95% of the 21 administrative trainees who were actually selected for a field experience (from the 32 participants in the training portion of the program) were qualified for hire. 11 were selected for administrative positions.
	Provide professional development for leadership that is relevant, connected, and focused on the reduction of the achievement gap	Developed and delivered. Evidence of type and scope of leadership training is easily identified in MLP.	The Administrative Trainee Program, Leadership Academy, and Principal Mentoring Program are all created and supported with the input, direction, and focus provided by the instructional divisions. TPD facilitates and coordinates the leadership offerings through the direct coordination work of Colleen Stevens and tracking provided by MLP.
	Conduct a mentor program for 1 <sup>st</sup> year principals and assistant principals.	Developed, tuned, and implemented.	It was viewed as a success to the point that funding for the 04-05 school year comes from the 04-05 ASD General Operating budget, as opposed to grants or Title V. The program is a shining example of collaboration between the UAA/APA/ASD (TPD).
	Administrative Training Program Satisfaction	90% of the administrative trainees and new principals indicate a satisfaction with the program that it has helped to prepare them for performance as a leader.	<ul style="list-style-type: none"> <li>• Goal <i>Partially Attained</i></li> <li>• 87% of the Trainees agreed or strongly agreed that their experience as a trainee was valuable in preparing them for an ASD administrative position.</li> <li>• Plans for 2004-05 involve the developing of a new program entitled DEEL (Developing Exemplary Educational Leaders) that will split the trainees into two groups based upon their certification attainment status.</li> </ul>

## Training and Professional Development Six-Year Plan Evaluation for FY 2003-2004

### Goal 2: Supportive and Effective Learning Environment

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
Induction Program <ul style="list-style-type: none"> <li>• Provide coordination of the District wide site based induction program.</li> <li>• Provide induction liaison training and coordination.</li> <li>• Provide credit courses for liaisons and principals.</li> <li>• Facilitate coordination of a system-wide induction effort for all new employees.</li> <li>•</li> </ul>	No quantifiable measurement identified.	Program in place, training provided, credit course offered, and discussion on system wide efforts have begun.
75% of the ASD schools will have written, implemented and evaluated induction plays by July 2004.	MLP Surveys Fall Data Analysis Induction Event Nerland Focus Groups	<ul style="list-style-type: none"> <li>• Goal <i>Partially Attained</i></li> <li>• Statistics would indicate that the goal was attained, since over 80 schools participated in the Induction Program effort. However, since only 50 schools (63%) turned in end of the year reports we are not able to confidently state that the plans were “developed, articulated, and implemented.”</li> <li>• The Induction Program probably had the most comprehensive analysis done of any program coming out of TPD. Online satisfaction surveys were done with the new teachers and program providers and the Nerland Advertising Firm conducted an in-depth focus group study. In addition teams of principals and induction liaisons analyzed the data and recommendations were made for changes in the 04-05 school year. Those refinements were shared at the August Induction Program Orientation.</li> </ul>
Satisfaction with the goal attainment of the induction plans with the receivers of the services	MLP Online surveys of the Induction Liaisons, Principals, and receivers of the Induction Program services.	<ul style="list-style-type: none"> <li>• Goal <i>Partially Attained</i></li> <li>• Satisfaction with the Induction Program was mixed. Only 53% of the new teachers agreed or strongly agreed that they personally benefited from the Induction Program. A similar number (52%) of Veteran Teachers, Induction Liaisons, and Principals agreed that their Induction Plan</li> </ul>

			<p>was an effective tool in dealing with new teacher issues. Both survey audiences agreed that the Induction Program should continue in 2004-05, with 81% of the new teachers and 67% of the veteran teachers indicating support.</p> <ul style="list-style-type: none"> <li>• 2004-05 Plans will be focused on “implementation” and accountability associated with the Program. Participants agree it is a good idea for a school to have an Induction Plan and support the concept. Implementation issues appear to be the strongest issue to address.</li> </ul>
	Teacher retention is higher than in the previous year and meets or exceeds the national average	Human Resource Department data	<p>The data was not available at the time of this report and there is a strong concern associated with the evaluation accuracy of making a direct line connection between retention and the induction program. There is discussion going on about the development of evaluation tools that might potentially address this concern.</p>

## Training and Professional Development Six-Year Plan Evaluation for FY 2003-2004

### Goal 3: Public Accountability

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
System development for ensuring accountability issues associated with all ASD professional development Establish Staff Advisory Committee Create ASD Staff Development Policy Language Create ASD Comprehensive Staff Development Plan	No quantifiable measurement identified.	<ul style="list-style-type: none"> <li>• A Staff Advisory Committee met three times during the school year.</li> <li>• Requests have been submitted to Administration to get on the Staff Development document.</li> <li>• Draft ASD Comprehensive Staff Development Plan submitted to DEED and Administration through NCLB Application.</li> </ul>
My Learning Plan Web based database/planning and documentation software PD tied to School Board goals Advertising capability Enrollment capability Documentation of participation Evaluation capability	MyLearningPlan web based professional development tracking system implemented.	<ul style="list-style-type: none"> <li>• MLP integrated into many areas of the District</li> </ul>
Student achievement impact woven into all professional development associated with instruction.	No quantifiable measurement identified.	Discussions held with assessment and evaluation about how to best meet this objective. Although MLP provides the tool to do this, the logistics and specifics of carrying it out on over 2,000+ training events is problematic.
Mandatory Training Requirements Use MLP to advertise, enroll, document, and report on MT compliance.	No quantifiable measurement identified in the plan.	MLP implemented in the District. Over 74% of the entire ASD staff had signed on more than twice during the year. Over 1.3 million "pages" were searched in the site during the first year of implementation.
Update mandatory compliance training booklet every year.	The completed booklet.	Completed and distributed from August through October. New edition to be created in the Spring of 2005.

	Web-based training	No quantifiable measurement identified in the plan.	Fetal Alcohol Syndrome required training for new teachers was delivered in both a face-to-face and online (DEED) fashion. During 2004-05 we will be exploring additional web based trainings through Life Touch and MLP.
	TPD/University collaboration	Quality parameters and protocols for credit courses.	Parameters and protocols developed through UAA/ASD collaboration events and the hard work of many ASD and the College of Education. ASD received a joint "Chancellors Award" for this collaboration.
	ASDTA Participation	Number of participates to exceed 800	975 participants attended the ASDTA, making it the largest Educational centered professional development event in the state during this decade.
	Align ASD Professional Development with Alaska and NSDC Professional Development Standards	No quantifiable measurement identified in the plan.	<ul style="list-style-type: none"> <li>MLP utilizes the State Student Content and Performance standards to guide our professional development.</li> <li>We have purchased the NSDC survey tool to use during 2004-05 with sample schools.</li> </ul>
	Using MLP data for decision making	Implemented	<ul style="list-style-type: none"> <li>SAP, SIP, EEO plans submitted and analyzed using the MLP tool.</li> <li>An additional dozen program and event trainings evaluated using MLP.</li> <li>Actual use of MLP data to focus training will be a target in 2004-05.</li> </ul>

Assessment & Evaluation Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
<p><b>Student data is disaggregated and accurate, by NCLB-defined student groups, by ASD programs and schools, by classrooms, and by individual students.</b></p>	<p>Annual Profile of Performance to show district and site data.</p> <p>Production and implementation of locally developed District Assessment Reporting System (ARS) to present individual student data at school and classroom level for teachers and administrators</p> <p>Production of Adequate Yearly Progress (AYP) tables modeled on state format and aligned with state data to show district and site achievement related to AYP as required by NCLB regulations and guidance.</p>	<p>Production and presentation of annual Profile of Performance to show district and site data – presented September 27, 2004.</p> <p>The design, introduction and support provided for a web based ASD Assessment Reporting System (ARS)</p> <p>On-going collaboration and communication with ASD IT / SMS and other ASD depts. and with AK EED Accountability and Assessment offices to assure accurate numbers and alignment of state and district data bases resulting in production of ASD Adequate Yearly Progress (AYP) tables modeled on state format and aligned with state data as required by NCLB regulations and guidance.</p>
<p>All teachers access Benchmark, HSGQE and CAT 6 scores via district Internet and Intranet for planning instruction.</p>	<p>Production and implementation of locally developed District Assessment Reporting System (ARS) to present individual student data at school and classroom level for teachers and administrators</p>	<p>The ARS provides standards-based assessment results through a secure web site to teachers and principals and district staff for their current students. The ARS provides information on student performance on several district assessments and on the state assessments grades 3 – 12. The student lists are tied to the district student management system and are automatically updated twice daily. The web-based system provides options and allowances for teachers and staff to look at, and sort student assessment results by current class or school grouping, and allows the principal and teacher to look at historical data for students, and to drill down to achievement results at the test and specific standards levels. The results are available at the individual, class or school level and can be disaggregated and sorted by NCLB and state designated groups.</p>

	Field test online report and intervention programs at specific ASD sites (ex: FTL).	Set up and support intervention programs at selected sites.	Secured grant funding for coordination and implementation and initial staff training to support FTL components in first phase targeted schools, grades and programs.  Hired coordinator, provided training and are involved in support activities for target schools.
	<b>Identify and design six basic student data reports for teachers and schools.</b>	Production of reports at district, site, classroom and individual student levels that address district, site, teacher and student instructional and accountability needs.  Establishment of system of review, training, and continual improvement (refinement, adjustment and identification of new needs and responses) for reports and application of those reports.	To encourage and facilitate awareness and appropriate use of assessment and profile data available through the A&E dept., the annual ASD Profile Report, and the ARS system, <b>the A&amp;E dept has re-designed its web-based presence, and introduced a series of web-based information and request forms and capacities.</b> These reports, forms and capacities are supported by information and support brochures, by targeted training modules (district wide and site specific), as well as by customized one-to one and small group training and assistance or service to various agencies, departments and personnel.
	<b>Teacher reports and Administrative report models online for use in schools, Spring 2004.</b>	Production and implementation of locally developed District Assessment Reporting System (ARS) to present individual student data at school and classroom level for teachers and administrators.	As discussed above, the District ARS provides standards-based assessment results through a secure web site to teachers and principals and district staff for their current students. The ARS provides information on student performance on the state assessments grades 3 - 12.
	<b>Working with Information Technology, establish protocol and programs for student data verification and alignment among state, ASD, and vendor databases.</b>	Production of district reports and data bases that align with state data bases and reports in key high stake areas such as NCLB district and site AYP tables.	As discussed above: On-going collaboration and communication with ASD IT / SMS and other ASD depts. and with AK EED Accountability and Assessment offices resulted in increased accuracy and alignment of student numbers, demographic and achievement records in the state and district data bases. This effort resulted in the production of ASD Adequate Yearly Progress (AYP) tables consistent with state data and reports as required by NCLB regulations and guidance.
	<b>Revise data/report analysis manual.</b>	User guide for teachers and administrators	Published and distributed a user guide for the web based ARS system described above. The user guide is provided as part of the training sessions offered by the dept. The A&E dept help desk focused on the ARS data system.

	<p><b>Design program-specific secured program reports in response to program needs.</b></p>	<p>Design and delivery of assessment reports and templates</p>	<p>A&amp;E designed and delivered a series of assessment templates related to NCLB goals and targets. These are used by the district to monitor progress related to NCLB goals.  A&amp;E designed and placed a revised data request process and form on the dept Web page.  A&amp;E designed and used program specific protocols to provide advice and information to various programs in 2003-04.</p>
	<p><b>Support Curriculum Department as they incorporate standards-aligned formative assessments into curriculum and pacing guides.</b></p> <p>Work with Literacy and Math programs to train teachers and administrators on analysis and use of student data to guide instruction.</p>	<p>Collaboration with departments and within the dept. which results in support, trainings, and related materials being provided to staff.</p>	<p>To prepare and support district personnel in the understanding and effective use of the data and reports available in the District ARS. <b>A&amp;E staff developed, and offer a series of trainings on the use &amp; interpretation of our state assessment test results</b>, and the connection of those scores to curriculum and instruction materials and decisions. This training is listed in MLP and leadership credit is provided. These include Saturday and after-school trainings on the relationship of standards and assessment, use of the ARS system, understanding proficiency and AYP tables and other tables developed for teachers and staff.  While the above trainings were developed and are offered by A&amp;E staff, further development and collaboration with math and literacy programs will be sought in next step development.</p>
	<p>Work with Instructional Division to design and deliver inservices, leadership training, and credit courses on data analysis.</p>	<p>Collaboration with divisions and within the dept. which results in support, trainings, and related materials being provided to staff.</p>	<p>In addition to above - A&amp;E developed and delivered specific sessions focused on the ARS system and other reports available from A&amp;E for the start of the year administrative advance training. Attendance was mandatory for all administrators. This session was well received and highly rated by participants. Training is listed in MLP and leadership credit is provided.  At invitation of Instructional Divisions, A&amp;E developed and delivered follow-up presentations for principals in scheduled 2004-05 start of the year sessions.</p>

Assessment & Evaluation Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
	<b><i>Assessment and Evaluation serves on Literacy and Math curriculum review committees; helps revise assessment frameworks.</i></b>	A&E membership on literacy and math committees	A&E Coordinator - testing - was a member of the math committee in 03-04. This placement will be reviewed in 04-05.  The A&E department is recommending placement of our FTL coordinator on the literacy committee in 04-05.
	<b><i>From 04-05: Assessment and Evaluation serves on Science curriculum review committees; helps revise assessment frameworks.</i></b>	A&E membership on science review committee	A&E Coordinator - Program evaluation - was a member of this committee in 03-04. This placement will be reviewed in 04-05.

Assessment & Evaluation Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<b>From 04-05: Profiles of Performance each year contains updated data analysis and reports that reflect the information needs of the District, community, and state.</b>	See goal 1 - measures related to District profile of performance and District data reports.	See goal 1 - progress related to District profile of performance and District data reporting.
	<b>From 04-05: Individual student state testing achievement results available in a Web based program.</b>	See goal 1 - measures related to District assessment reporting system (ARS)	See goal 1 - progress related to District assessment reporting system (ARS)

Instructional Technology Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<p><b>Curriculum Coordination/Collaboration:</b></p> <ol style="list-style-type: none"> <li>1. Incorporate technology strategies/applications into grades 9/10 LA curriculum guides.</li> <li>2. Design Alaska Studies Online course for High School Students</li> <li>3. Create a standardized configuration for OS X Servers to allow for server-based application initiatives for remediation efforts (Fast ForWord, Lexia, Larson Math, Accelerated Reader/Accelerated Math, READ 180, STAR, etc.)</li> </ol>	<p><b>Curriculum Coordination/Collaboration:</b></p> <ol style="list-style-type: none"> <li>1. Attended four planning sessions with 9<sup>th</sup>/10<sup>th</sup> grade Curriculum Committee. In addition, provided staff development funds for two members to attend Alaska Society for Technology in Education (ASTE) conference</li> <li>2. Timeline created by team, including: Project Manager, Social Studies Coordinator, Indian Education Supervisor, and Instructional Technology Grant Project Facilitator.</li> <li>3. 50+servers currently using OS X model with Open Directory File Services. Test server set up in Instructional Technology department.</li> </ol>	<p><b>Curriculum Coordination/Collaboration:</b></p> <ol style="list-style-type: none"> <li>1. In Progress - Collaboration with Literacy Coordinator included attending 9<sup>th</sup>/10<sup>th</sup> grade curriculum committee planning to embed technology strategies in curriculum planning guides.</li> <li>2. In Progress – Content creation for face-to-face delivery is complete. Resources and class design for online is currently in progress and will be placed on High School Blackboard Server. Online Pilot course to be complete by Jan.2005.</li> <li>3. 80% of all elementary and middle schools are using this model. In addition, five of the seven high schools are using a similar directory service through Active Directory integration allowing for a single user authentication on both platforms.</li> </ol>
	<p><b>Principals and Asst. Principals:</b></p> <ol style="list-style-type: none"> <li>1. Elementary and Middle School Principals provided staff development for using technology to communicate data.</li> </ol>	<p><b>Principals and Asst. Principals:</b></p> <ol style="list-style-type: none"> <li>1. Monthly principal meetings consisted of staff development training on laptops. In addition, each principal and asst. principal attended three-hour training. Leadership Academy classes were offered.</li> </ol>	<p><b>Principals and Asst. Principals:</b></p> <ol style="list-style-type: none"> <li>1. In Progress – This is part of a three-year project. Leadership Academy classes continue be offered.</li> </ol>
	<p><b>Assessment Database:</b></p> <ol style="list-style-type: none"> <li>1. Assessment database created in collaboration with Information Technology and Assessment departments</li> </ol>	<p><b>Assessment Database:</b></p> <ol style="list-style-type: none"> <li>1. Assessment provided introduced database to Administration, Principals, Curriculum Committees, Building Technology Coordinators and Contacts.</li> </ol>	<p><b>Assessment Database:</b></p> <ol style="list-style-type: none"> <li>1. In Progress – Assessment continues training for Principals, Asst. Principals, and Teachers.</li> </ol>

Instructional Technology Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<p><b>Staff Development:</b></p> <ol style="list-style-type: none"> <li>1. Teachers and administrators most effectively use technology to deliver curriculum.</li> </ol>	<p><b>Staff Development:</b></p> <ol style="list-style-type: none"> <li>1. Twenty-one schools applied for Technology Teacher Leaders (TTL) grant project. Grant proposals directly aligned with school improvement plans in math and literacy. Sixteen schools were selected with forty-three teachers participating in a four-credit, two-week intensive course held during ASDTA 04.</li> <li>2. Spring Leadership courses as well as principal meetings provided time for training in Excel and PowerPoint applications for all elementary and middle school principals and assistant principals.</li> </ol>	<p><b>Staff Development</b></p> <ol style="list-style-type: none"> <li>1. In progress – TTLs 2.0 implementing plan during school year 04-05. New grant applications will be available for additional schools/TTLs in spring 05.</li> <li>2. In progress – Principals and Assistant Principals are in the 2<sup>nd</sup> year of a three-year plan. High School Principals and Assistant Principals will be included in training model, during 2004-05 school year.</li> </ol>
	<p><b>Infrastructure:</b></p> <ol style="list-style-type: none"> <li>1. Minimum bandwidth increased to meet curriculum needs</li> <li>2. Instructional Technology department provides technical support/training for Building Technology Coordinators/Contacts</li> <li>3. Standard Server Configuration expedites process for deploying new servers as well as enhanced support by Instructional Technology and Information Technology</li> <li>4. District Model for Active Directory Integration provides High Schools with cross platform integration and single user authentication.</li> </ol>	<p><b>Infrastructure:</b></p> <ol style="list-style-type: none"> <li>1. Sixty-nine schools received data and electrical upgrades during summer 04. All Elementary schools will have a minimum bandwidth upgrade to 2 Mbps. Secondary schools will have a range from 4 Mbps to 10 Mbps, depending on usage requirements.</li> <li>2. Monthly trainings include district-wide initiatives and support training for technology infrastructure and management for technology in schools, including computer imaging and server management.</li> <li>3. Fifty+ servers have been brought to the OS X.3 standard.</li> <li>4. District Model is currently deployed at South, Dimond, Chugiak, Bartlett, West, and East.</li> </ol>	<p><b>Infrastructure:</b></p> <ol style="list-style-type: none"> <li>1. Complete - These schools received new switch infrastructure as well as cable and electrical requirements to meet the 5:1 ratio as identified in the Ed Specs and Instructional Technology plan.</li> <li>2. On-going – Monthly training will continue in 2005-06.</li> <li>3. Partially complete – Fifteen schools still need to be brought into the standard. The Open Directory Service provides automatic user imports for over 35,000 students and staff at Elementary and Middle Schools.</li> <li>4. Partially complete – One comprehensive High School has not been upgraded to the District Model.</li> </ol>

Instructional Technology Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	<p><b>My ASD/SiteBuilder:</b> Teachers communicate electronically with students, parents, colleagues and administrators to support learning. MyASD/SiteBuilder is an application created by Information Technology to be used as a communication tool for teachers, parents and students.</p>	<p><b>MyASD/SiteBuilder:</b> All Technology Teacher Leaders, Building Technology Coordinators/Contacts have been inserviced on the use of this application. All teachers were provided a half-day inservice training on this application in August 2002. A new employee CD with QuickTime tutorials will be given to schools in November 2004. Included on this CD is a tutorial for SiteBuilder and MyASD.</p>	<p><b>MyASD/SiteBuilder</b> In Progress – Continued staff development and access to computer are imperative to the successful use of this application.</p>
	<p><b>District Guidelines for Hardware/Software:</b> Guidelines for school and program purchases are supported by ASD infrastructure.</p>	<p><b>District Guidelines for Hardware/Software:</b> ASD Technology Steering Committee formed in Spring 2003. This committee meets monthly to review and prioritize technology projects and major purchases. Software for productivity and hardware standards have been created for schools and departments.</p>	<p><b>District Guidelines for Hardware/Software:</b> In Progress – Continue to update as hardware and software specifications are updated.</p>

Social/Emotional Learning Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	ASD Instructional Leadership convenes to explore options for universal implementation of the Developmental Assets Framework vis a vis the research connecting them to academic achievement.	Meeting conducted. Decision made to pursue adoption of ASD Social and Emotional Learning (SEL) Standards and Benchmarks	Social and Emotional Learning plan part of ASD Comprehensive Six Year Instructional Plan
	Safe and Drug Free Schools Supervisor secures funding hires an ASD Social and Emotional Learning (SEL) Curriculum Coordinator for the 2004-2005 School Year.	\$80,000 secured from Safe and Drug Free Schools grant and The Association of Alaska School Boards contract to hire Social/Emotional learning Curriculum Coordinator.	Grant Award Letter Contract
	Roles and responsibilities clarified with the Executive Director of Curriculum and Instructional Support and the ASD Curriculum Department.	Job description	Job description completed
	The ASD Superintendent and SDFS Supervisor to consult with The Collaborative For Academic, Social and Emotional Learning (CASEL) as to the development of district SEL standards and benchmarks.	Meetings Email	Three meetings and several emails exchanged Ongoing

Social/Emotional Learning Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

	<b>Objective/Initiative</b>	<b>Measure</b>	<b>Progress Report /Evidence of Progress</b>
	All new teachers are trained in Developmental Assets framework	Number of new teachers receiving Developmental Assets training	330 new-to-district teachers trained in the Developmental Assets Framework
	Culturally Responsive Education Action Committee (CREAC) forms and leads movement to imbue culturally responsive standards throughout school climates, curricula and instruction.	Committee formed and meetings conducted	Membership complete 3 meetings conducted

Social/Emotional Learning Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	Measure	Progress Report /Evidence of Progress
	No objectives for this year		

HUMAN RESOURCES Six-Year Plan Evaluation for FY 2003-2004

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	<b>Objective/Initiative</b>	Measure	Progress Report /Evidence of Progress
	Recruit highly qualified and diverse work force	Number of new job applicants. Number of intent to hire contracts offered through job fair efforts, and the number that were accepted.	Participation at both local and out-of-state job fairs Advertising in local & national publications ASD employment web site
	Compliance with NCLB requirements	Ability to track the number of employees meeting the qualifications.	Development of a tracking system for Highly Qualified Teachers (HQT) Created a database in conjunction with TOTEM to track Highly Qualified Paraprofessionals (HQP)
	Applicant Tracking System	Implementation for 2004-2005 Number of applicants	Contract awarded to Novus HR System for development

HUMAN RESOURCES Six-Year Plan Evaluation for FY 2003-2004

Goal 2: Increase Supportive and Effective Learning Environment

	<b>Objective/Initiative</b>	Measure	Progress Report /Evidence of Progress
	Evaluation of all District employees uses best practice to measure performance	Development of a web evaluation system	Implementation during the 2004-2005 school year Training in Sept/Oct for supervisors
	Administrator/supervisor awareness of hiring policies, procedures and employee contracts	Mandatory attendance at training sessions offered to administrators and supervisors	More efficient operation in all support areas Updated HR manual to reflect bargaining unit contract changes
	Acknowledge diversity in the workplace and the student body	ASD Diversity Report Student Demographic Report	Design and delivery of non-discrimination and anti-harassment trainings to all employees
	Provide training to all employees in Title VII, 504, ADA, and Sexual Harassment	Mandatory employee training (annual overview and every three years)	Reduced number of external and internal complaints

HUMAN RESOURCES Six-Year Plan Evaluation for FY 2003-2004

Goal 3: Public Accountability

	<b>Objective/Initiative</b>	Measure	Progress Report /Evidence of Progress
	Communication with employees, prospective employees and the general public	Addition of on-line services such as applicant tracking	Continuing refinement of the District's internet and intranet sites for greater efficiency
	Comprehensive cost effective benefits	Rate of benefit increases controlled	Work with Health Benefit Task Force
	Responsible budget development	School Board budget adoption process Operating within defined parameters	Open and public process for developing the budget and encouraging an adequate level of state funding
	Implement HR policies and procedures fairly	Reduce the number of complaints/grievances in this area	Handbook revision Review new hires for compliance

## Communications Six-Year Plan Evaluation for FY 2003-2004

### Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Increase awareness of academic successes within the Anchorage School District as measured by the community satisfaction phone survey.</p>	<p>Annual community survey, conducted in November. (Department recognizes the need to conduct this survey six weeks earlier in the future.)</p>	<p>42.6% of Anchorage adults gave “public schools” a grade of A or B in the 3<sup>rd</sup> quarter of 2004. This compares to 35.2% in the 3<sup>rd</sup> quarter of 2003.</p> <p>Additional data will be available in November.</p> <p>The district’s “brand development” process has led to greater focus on instruction and academic achievement in all communication.</p>
<p>Continue relationships and communication with local media.</p>	<p>There is no generally accepted measurement of media coverage. Some organizations count “column inches” of print coverage, but this is not accurate as separating positive from negative coverage is subjective.</p> <p>The district annually measures sources publics turn to for information about the district. This measurement is taken in November.</p>	<p>Media relationships are nurtured through daily phone contact, news releases, inquiry responses and weekly bulletins to reporters and news directors. The assistant director of communications responds quickly to requests for information and coaches managers, principals and other staff who respond to media. ASD has a reputation for pro-actively sharing information with the media, regardless of the positive or negative nature of the topic.</p>
<p>Provide support to classroom learning through Channel 14. Increase “other programming” Channel 14 viewership among households with children from 31% to 33% as measured by community satisfaction phone survey.</p>	<p>Annual community survey, conducted in November.</p>	<p>Programming has improved dramatically in terms of content and quality. This is due to staff efforts and the district’s recent investment in programming, bulletin board and editing equipment. The Channel 14 staff continues to work with other staff and community groups to develop programming that supports the instructional program and community interests (such as Alaska Native/American Indian Heritage Month)</p>

## Communications Six-Year Plan Evaluation for FY 2003-2004

### Goal 2: Increase Supportive and Effective Learning Environment

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
Establish and build a stronger Anchorage School District identity through staff communication with the community.	Annual community survey, conducted in November and quarterly attitudes measured by phone survey.	63.7% of Anchorage households gave ASD a somewhat positive or very positive rating in the 3 <sup>rd</sup> quarter attitude survey (2004). This is compared with 55.5% in the 3 <sup>rd</sup> quarter of 2003.
Increase the number of community members receiving "information from principals" from 50% to 53%.	Annual community survey, conducted in November.	Measure not available until November.
Increase direct support to schools by continuing public affairs staff assignments to act as liaisons with schools. Continue hosting breakfast/lunch meetings with the superintendent and faculty/staff. Add other executive staff to the program.	anecdotal	The superintendent attended lunch/breakfast meetings at 8 schools in 03-04. Additional dates are scheduled for the superintendent and the assistant superintendent (instruction).
Measure employee job satisfaction and establish baseline.	Internal survey	Not completed
Continue monthly advertisement in Anchorage Daily News. Maintain readership at 66%.	Annual community survey, conducted in November.	Data not yet available. Ad has been reformatted to reflect greater focus on youth and instruction.
Communicate with parents using automatic notification system.	Data from Edify system.	System continues to be used for districtwide messages regarding closures, emergencies, etc. Staff worked with the fire department and police department to incorporate use of the system in an emergency exercise. Some individual schools began using the system to notify parents about events. Service high school effectively utilizes student talent to record the message.

## Communications Six-Year Plan Evaluation for FY 2003-2004

### Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Increase communication with diverse parent, student and citizen groups.</p> <p>Continue to support translation of key documents.</p>	<p>Baseline satisfaction survey will be conducted with parents in 05-06. Until then, measurement is anecdotal.</p>	<p>Staff supported Diversity Week initiatives, continued to make translated documents available, and consciously incorporated diverse images into publications. Research into the best means to reach diverse groups is ongoing.</p>
<p>Maintain public access to administration.</p>	<p>November attitudes survey, quarterly attitudes survey.</p>	<p>Administration continues to actively seek public engagement through a variety of means, including online suggestions, public forums, school newsletters, community council contact, and dialogue with key communicators.</p>
<p>Maintain accessibility rating of superintendent at 61%.</p>	<p>November attitudes survey.</p>	<p>Data not yet available. Mean quarterly "grade" for the superintendent does not measure accessibility, but the measure has averaged 2.88 for five quarters. Third quarter mean was 2.879.</p> <p>Anecdotally, employees find the superintendent's accessibility to be a strength. In an employee survey conducted in late 2002-2003, respondents identified "having a respected superintendent" as the district's number one strength.</p>
<p>Maintain Website usefulness rating at 83%.</p>	<p>November attitudes survey.</p>	<p>The Website continues to be recognized as a source for information about the district. Suggestion boxes and employee contact information provide opportunities for two-way communication with the public. The district Website received an average of 34,941 requests for pages per day during the month of September. In January 2004, the average number of requests for pages was 29,551. The most active directories/pages (in order of popularity) include departments, schools, forms/publications library, school board, schools in renewal (construction), staff pages, calendar and NCLB.</p>