

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #119 (2004-2005)

December 13, 2004

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: ANCHORAGE SCHOOL DISTRICT IMPROVEMENT PLAN

RECOMMENDATION:

It is the Administration's recommendation that the School Board approve the Anchorage School District's District Improvement Plan for implementation and submission to the Department of Education and Early Development.

PERTINENT FACTS:

The Department of Education and Early Development issues its annual designations of districts in terms of Adequate Yearly Progress (AYP) each fall. As the Anchorage School District is in Level 2, or Improvement Status, the No Child Left Behind Act and Alaska state regulations require the District to submit an improvement plan to the Department of Education and Early Development. The plan's activities should address all students, but the goals should address the specific areas wherein the District did not make AYP. For ASD, those four categories in language arts are Alaska Native, Students with Disabilities, Economically Disadvantaged, and Limited English Proficient. In math, the four categories are African-American, Students with Disabilities, Economically Disadvantaged, and Limited English Proficient. Instructional strategies, activities, and materials should reflect changes to current practice as well as continuing efforts.

The District's instructional team drafted the plan. The team was comprised of the five executive directors, the directors of assessment and staff development, the supervisors for bilingual and Indian education, Title I, and special education, the curriculum coordinators for literacy and math, the district grant writer, and the NCLB coordinator. The District's Six-Year Instructional Plan firmly guided the development of ASD's District Improvement Plan.

A draft of the plan was then shared with our parent advisory groups for their review and comment. The groups included the Minority Education Concerns Committee, the Special Education Advisory Committee, the Native Education Advisory Committee, and the Bilingual Parent/Community Advisory Committee.

The Anchorage School District continues to focus its efforts on educating all students for success in life. This improvement plan, and the Six-Year Instructional Plan from which it is drawn, will serve well in that mission.

Attachment

CC/JC/RG/EM

Prepared by: Rhonda Gardner, Coordinator, No Child Left Behind
Ed McClain, Director of Assessment & Evaluation

Approved by: Jan Christensen, Assistant Superintendent, Instruction



Department of Education and Early Development

2004-2005 District Improvement Plan

Submission Packet

Due to EED – December 15, 2004

Contact:

Department of Education and Early Development
801 West 10th Street, Suite 200
Juneau, AK 99801
www.eed.state.ak.us

paul_prussing@eed.state.ak.us, 465-8721

or

margaret_mackinnon@eed.state.ak.us, 465-2970

Overview of 2004-2005 District Improvement Plan Process

A district makes AYP if all the students in the district in each subgroup reach the targets for the year in reading and math and if the participation rate and graduation rate are met. A district may not make AYP even if each school in the district does make AYP because when the students in the district are counted together, sometimes a subgroup that was too small to count at a school level will be large enough to count at the district level. Districts are identified as Level 1, 2, 3 or 4. A district is considered in improvement status if it is designated at Level 2 or above.

The intent of the District Improvement process for 2004-2005 is to encourage a data-driven decision-making process for districts and to focus the efforts of district improvement plans on those areas that caused the district to not make AYP. These areas may include participation rate and graduation rates. The process is similar to that for the School Improvement process. A district may have different needs across the district than an individual school does. If one or more schools in the district have created School Improvement plans that focus on the same goals that the district has identified, then the district plan may be to implement similar instructional strategies or programs as those in the school plan.

A district designated at Level 2 or above must spend at least 10% of its Title IA budget on professional development. These funds can be spent on all staff in the district, including staff in non-Title I schools. If you did not anticipate this need in your original NCLB application, then please submit a revised application and budget to show how these funds will be spent for professional development needs that align with your district improvement plan.

The following companion documents designed for the School Improvement process will also be useful for the District Improvement Process. They are available on the Department of Education website under Forms & Grants, School Improvement (www.eed.state.ak.us/forms/forms2.html#SchImp).

- The 2004-2005 School Improvement Plan Resource Guide (optional) includes instructions for each of the four steps, a “Tools and Resources” section for each step, a sample “Data Analysis Summary, a sample “School Improvement Plan – Changes to Current Practice”, and guiding questions for a district review of school improvement plans.
- The Data Analysis Tools Packet (optional) provides templates for reviewing and analyzing student achievement data.

The process is outlined briefly in the following four steps:

Step 1. Focus on the Data – Analysis and Goals

- Select members of district improvement team – representatives should include teachers, staff, parents, and community members.
- Analyze benchmark data at district level, subgroup level, and by performance standards.
- Identify up to 3 critical areas of need and translate them into specific, measurable goals.

Step 2. Focus on Instruction – Changing current practice

- Research materials and instructional strategies to find those that have been proven through research to address areas of need identified in Step 1.

- Determine which current materials and strategies to keep and which to change.
- Identify areas of support in professional development, parent involvement, or funds that are needed to implement the new materials and strategies.
- Identify person(s) responsible for each activity and a 2-year timeline.

Step 3. Focus on Change – Measuring Change

- Select assessments to be used to measure student growth that match and reasonably measure materials and strategies being implemented. (Assessments may be created by teachers or obtained from publishers.)
- Determine the timeline for implementing the assessments (frequently during the school year) and what indicators of student growth are expected.
- Determine the timeline and persons responsible for analyzing local student assessment data (at least quarterly) and making recommendations for change, if necessary.
- Determine timeline and persons responsible for monitoring the implementation of the materials and strategies chosen during the year.
- **Complete the District Improvement Plan – Changes to Current Practice pages, with the exception of the “Final Outcome/Revision” column. Complete one page for each of the 3 goals and expand the sections as needed.** (See the Sample “School Improvement Plan 2004-2006 - Changes to Current Practice” on pages 45-47 of the *School Improvement Plan Resource Guide*.)
- **The district must submit the plan to EED by December 15, 2004.**

Step 4. Focus on Evaluation – Results / Revision

- Review the local assessment data and state assessment data.
- Review the implementation of the plan. Was it fully implemented?
- Determine if there was student progress and if the strategies/materials worked.
- Determine what changes, if any, need to be made for the coming school year.
- **Complete the Final Outcome/Revision column of the District Improvement Plan – Changes to Current Practice pages. Submit to EED by May 15, 2005.**

2004-2005 District Improvement Plan Submission Checklist

| <i>Required Form</i> | <i>OK</i> |
|--|-----------|
| 1. District Improvement Plan Cover Sheet | X |
| 2. District Improvement Planning Team | X |
| 3. District Improvement Plan 04-06 – Changes to Current Practice pages for Goals 1, 2 and 3 | X |
| 4. District Assurances Packet – Original to be mailed to the Department if electronic signature is unavailable | X |

The District Improvement Plan Changes to Current Practice form may be expanded to include all necessary information within the table. A 12-point font is recommended. Please do not send additional materials, lesson plans, student work, or test scores.

District Improvement Planning Team

The planning team should represent a variety of participants from the schools and the community: teachers, administrators and other school staff, parents, and the community to be served. Please list members of the team and their roles.

| <i>Printed Name</i> | <i>Role within the district/school/community (i.e. 4th Grade teacher, PTA parent, etc.)</i> | <i>Roles/Responsibilities tied to district improvement plan</i> |
|--|--|--|
| Parents: | | |
| Native Advisory Committee, Indian Education | Parent/community advisory committee | Overall review of plan |
| Special Education Advisory Committee | Parent/community advisory committee | Overall review of plan |
| Minority Education Concerns Committee | Parent/community advisory committee | Overall review of plan |
| Bilingual Parent/Community Advisory Committee | Parent/community advisory committee | Overall review of plan |
| Mary Garcia | Anchorage PTA President | Overall review of plan |
| | | |
| | | |
| Teachers & other staff: | | |
| Jan Christensen | Assistant Superintendent, Instruction | General Supervision |
| Patricia McRae | Executive Director, Elementary Education | Elementary School portion |
| Gail Opalinski | Executive Director, Middle School Education | Middle School portion |
| Mike Henry | Executive Director, High School Education | High School portion |
| Jerry Sjolander | Executive Director, Special Education | Special Education portion |
| Enid Hunter | Executive Director, Curriculum and Instructional Support | Subject specific instructional strategies, materials, and trainings. |
| Robb Boyer | Director, Training & Professional Development | Training and Professional Development necessary to implement plan |
| Ed McLain | Director, Assessment and Evaluation | Assessment and Accountability measures in plan and reporting on those measures. |
| Julie Jessal | Supervisor, Title I | Title I involvement throughout plan |
| Maxine Hill | Supervisor, Bilingual Education | Bilingual/ESL involvement throughout plan |
| Doreen Brown | Supervisor, Indian Education | Indian Education involvement throughout plan |
| Bev Thornburg | Supervisor, Discretionary Grants | Strategic planning expertise |
| Cindy Anderson | Supervisor, Secondary Special Education | Secondary special education input |
| Dana Dugdale | Supervisor, Elementary Special Education | Elementary special education input |
| Sandy Schoff | Coordinator, Math Curriculum | Math curriculum and training input |
| Mardell Kiesel | Coordinator, Literacy Curriculum | Language Arts curriculum and training input |
| Rhonda Gardner | Coordinator, No Child Left Behind | General organization |
| | | |
| | | |
| Additional Members | | |
| | | |

DISTRICT IMPROVEMENT PLAN 2004-2006 – CHANGES TO CURRENT PRACTICE

Complete one for each goal – expand sections as appropriate

District Name: Anchorage School District

GOAL # __1__: (Performance Standard to be addressed)

Improve language arts performance for all groups with a particular emphasis on designated groups not meeting the AMO target with use of the 99% confidence interval by achieving a 10% reduction in the percent not proficient in each group.

PERFORMANCE INDICATOR 1.1 (Baseline) Alaska Native, 59.1%; Economically Disadvantaged, 58.8%; Students with Disabilities, 38%; Limited English Proficient, 57.2%

PERFORMANCE TARGET 1.1 (Measurable Change) Alaska Native, 63.2%; Economically Disadvantaged, 62.9%; Students with Disabilities, 44.2%; Limited English Proficient, 61.5%

CHANGES WE WILL MAKE TO CURRENT PRACTICE

Scientifically Based support for this strategy/material (reference, or brief description): Use of scientifically research-based programs and materials in Reading First schools. Movement to core curriculum in Title I schools supported by research, particularly in regards to schools with high mobility. The Six-Traits Writing Method is widely regarded as a successful approach to improving student writing. Technology interventions such as Following the Leaders, Read 180, FastForWord, and PLATO have been shown to assist struggling students. CALLA, SIOP, and ELLIS have all proven to be effective methods in working with bilingual students. NW Regional data indicates that the 21st Century Program is an important and successful component in improving student achievement.

| INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED | PERSONS RESPONSIBLE | TIMELINE START – FINISH (2 year plan) | ASSESSMENT (Methods and Timeline) | FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 15, 2005) |
|---|--|---|--|--|
| <p>Reading First Grant at 6 elementary (4 Title I) schools.</p> <p>All Title I schools will implement a scientifically based core curriculum in Reading/Language Arts. All staff development delivered in this implementation will align to the state and district grade level expectations.</p> <p>In-depth data analysis of benchmark and TeraNova data will guide instruction for all below and far below proficient students at all elementary schools. Interventions for students who are below and far below proficient will be designed using this information.</p> <p>Summer school will be offered to all elementary students who are below and far below proficient in reading.</p> <p>Fast ForWord implemented in three elementary schools as part of reading remediation efforts.</p> | <p>Patricia McRae, Reading First Principals</p> <p>Julie Jessal, Patricia McRae, Title I principals</p> <p>Patricia McRae, Ed McLain (Assessment Department) and school principals</p> <p>Patricia McRae, Eunice Long and Julie Jessal</p> <p>Patricia McRae and school principals</p> | <p>February, 2004 project began - this is a 3 year grant and will end in 2007.</p> <p>September, 2004 through June, 2006</p> <p>August, 2004 through June, 2006</p> <p>June and July, 2005 June and July, 2006</p> <p>Fall 2004</p> | <p>DIBELS and the Developmental Reading Assessment used both pre/post, with DIBELS used more frequently as determined by student need.</p> <p>DRA, 1st through 6th grades pre and post for students identified as below proficient. State assessment year-to-year comparisons.</p> <p>Multiple assessment measures including district (DRA) and state assessments.</p> <p>Pre/post assessment using the Gates McGinitie reading assessment. Criterion-reference spelling assessments.</p> <p>Statewide assessments</p> | |

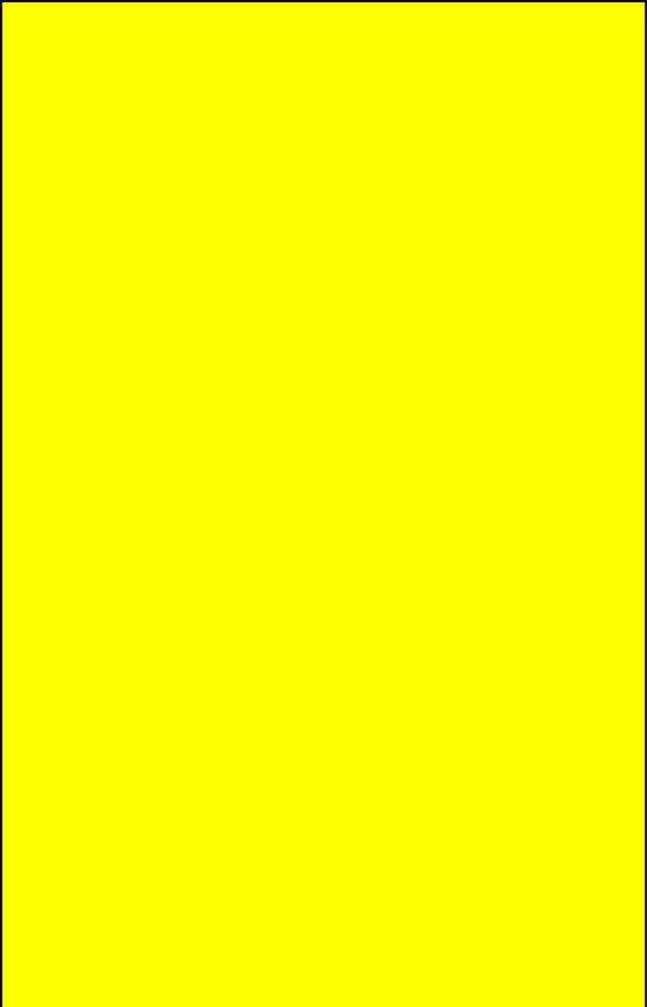
| INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED | PERSONS RESPONSIBLE | TIMELINE START – FINISH (2 year plan) | ASSESSMENT (Methods and Timeline) | FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 15, 2005) |
|--|--|--|---|--|
| Following the Leader will be implemented in 6-7 elementary schools. | Ed McLain and Julie Jessal | Fall 2004 | Frequent FTL assessments throughout the year based on individual student need and progress as well as Statewide Assessments | |
| Scientific research based technology programs (Plato) will be used for remediation, credit recovery efforts, and prescriptive interventions in reading at the middle school level. | Gail Opalinski, Darla Jones, school principals | August 2004 – Fall 2005 | Gates McGinitie reading inventory given to all middle school students in fall and spring. | |
| Fast ForWord implemented in six middle schools' as part of reading remediation efforts. | Gail Opalinski and school principals | Fall 2004 | Statewide Assessments | |
| Pilot and implement Foundation of Reading for middle school students in need of additional reading instruction. | Gail Opalinski, Amy Goodman, LA teachers | Fall 2004 – Spring 2005 Curriculum to be revised for 2005-06 based on results. | Gates McGinitie pre and post as well as Statewide Assessments. | |
| Improve students' writing performance by providing middle school teacher training in the Six Traits of Writing model. | Gail Opalinski, Amy Goodman, LA teachers | 2004-2006 | Statewide Assessments | |

| INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED | PERSONS RESPONSIBLE | TIMELINE START – FINISH (2 year plan) | ASSESSMENT (Methods and Timeline) | FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 15, 2005) |
|--|---|---------------------------------------|---|--|
| <p>Extended school year and extended school day will be used to support students in need of remediation in middle school through after school tutoring (additional 100 students in 21st Century at Clark Middle School) and summer school (specialized prescriptive program provided for students using materials supported by research).</p> | <p>Gail Opalinski and middle school principals</p> | <p>Ongoing</p> | <p>Statewide Assessments, Gates McGinitie, Writing Assessment, attitude inventory.</p> | |
| <p>Prescriptive remediation in language arts for struggling high school students offered during school day, in after school programs, and in summer school via Plato.</p> | <p>Mike Henry and high school principals.</p> | <p>Ongoing</p> | <p>Student performance on State Assessments and Plato assessments.</p> | |
| <p>FastForWord offered in two comprehensive and two alternative high schools.</p> | <p>Mike Henry and impacted principals.</p> | <p>Nov. 15, 2004-May 2006</p> | <p>Gates McGinitie pre and post reading assessments.</p> | |
| <p>Increase student enrollment in rigorous course offerings, particularly students from underrepresented groups, and provide support for those students.</p> | <p>Mike Henry, high school counselors and principals.</p> | <p>Ongoing</p> | <p>Number and percentage of students in various groups enrolled in rigorous courses in year-to-year comparison.</p> | |
| <p>Increase the number and percentage of students from underrepresented groups identified and served by gifted education.</p> | <p>Marrie Kae VanderPloeg</p> | <p>Ongoing</p> | <p>Number and percentage of students from underrepresented groups identified and served by gifted education in year-to-year comparison.</p> | |

| INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED | PERSONS RESPONSIBLE | TIMELINE START – FINISH (2 year plan) | ASSESSMENT (Methods and Timeline) | FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 15, 2005) |
|---|---|--|---|--|
| <p>Cognitive Academic Language Learning Approach (CALLA)</p> <p>Sheltered Instruction Observation Protocol (SIOP)</p> <p>English Language Learning Instruction System (ELLIS)</p> <p>Secondary Special Education will implement researched-based curriculum (decision on program to be made in January) in reading/language arts for self-contained special education classes as an extension of the general and remedial curriculum.</p> <p>In collaboration with regular education, special education teachers will participate in training and implementation of general and remedial reading/language arts curriculum to support special education students in K-12 programs.</p> | <p>Bilingual Supervisor, Bilingual/Multi-cultural resource teachers at elementary and middle, secondary</p> <p>ESL teachers, Bilingual/ESL tutors K-12</p> <p>Jerry Sjolander and Cindy Anderson</p> <p>Jerry Sjolander, Cindy Anderson, and Dana Dugdale</p> | <p>Fall 2004 – Spring 2005</p> <p>2005-2006</p> <p>2004-2006</p> | <p>Statewide Assessments, English Language Proficiency Test (ELPT) – annual for all students identified LEP.</p> <p>Statewide Assessments Individual Education Plan assessment of progress on goals and objectives quarterly.</p> <p>Statewide Assessments Gates McGinitie pre/post Individual Education Plan assessment of progress on goals and objectives quarterly.</p> | |

| INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED | PERSONS RESPONSIBLE | TIMELINE START – FINISH (2 year plan) | ASSESSMENT (Methods and Timeline) | FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 15, 2005) |
|--|---|---------------------------------------|---|--|
| Summer reading clinic using Lindamood Bell reading program will continue to be provided for special education students. | Jerry Sjolander Dana Dugdale Cindy Anderson | Ongoing | Woodcock Reading Test Brigance | |
| Special Education will continue to provide support at the summer school sites to support current and new remedial classes in language arts. | Jerry Sjolander Dana Dugdale Cindy Anderson | Ongoing | Statewide Assessments | |
| Scientifically research-based technology programs Lightspan Achieve Now CDs, Lightspan Network, and Plato will be used for interventions in reading and language arts, K-12, for Alaska Native/American Indian students. | Doreen Brown, Indian Education staff K-12 | 2004-2006 | Statewide Assessments, Lightspan pre-, mid-year, and post-test. | |
| Summer school will be offered to all Alaska Native and American Indian students. | Doreen Brown | Summer 2005 | Grades 1-8, Lightspan/Gates McGinitie pre and post assessments. | |
| Extended school day and evening programs will be offered for remediation in reading and language arts, K-12, for Alaska Native/American Indian students. | Doreen Brown and Indian Education staff | Ongoing | Statewide Assessments | |

| <p align="center"><u>Resources and Supports</u> Professional Development, Parent Involvement, Materials Acquisition</p> | <p align="center">PERSONS RESPONSIBLE</p> | <p align="center">TIMELINE START – FINISH (2 year plan)</p> | <p align="center">FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 15, 2005)</p> |
|--|--|--|---|
| <p>Reading First – Beginning Reading Institutes and Site In-Services</p> <p>Adoption of core curriculum in Title I schools. Review of research-based curriculum, recommendation to school board, adoption and purchase of core curriculum and teacher training in curriculum. Full implementation in 2005-2006.</p> <p>Parent training will occur as a part of elementary summer school so that parents can learn methods of helping their children grow in the area of literacy.</p> <p>Pilot model individual parent conference on home reading strategies for identified K-3 students. 4-6 in second year of plan.</p> <p>Training for middle school teachers for Reading Foundations Class.</p> <p>Six Traits Writing training provided to all new teachers K-12 – refresher training to experienced.</p> <p>Training in literacy techniques for middle school teachers in all subject areas – supplementary materials we’ve created called “Middle School High Five.”</p> <p><i>Aggressors, Victims, and Bystanders</i> is implemented in middle schools to decrease incidents of bullying and improve school climate to increase achievement.</p> <p>Online prescriptive remediation staff training for ESL, Special Education, and Partners for Success (Native Program) teachers, aides, and counselors.</p> | <p>Patricia McRae and Reading First Principals</p> <p>Patricia McRae, Julie Jessal, Mardell Kiesel</p> <p>Patricia McRae, Julie Jessal, Eunice Long, reading support teachers</p> <p>Patricia McRae, principals, reading support teachers</p> <p>Amy Goodman, LA teachers</p> <p>Mardell Kiesel, Amy Goodman</p> <p>Gail Opalinski, Amy Goodman, LA Dept. Heads</p> <p>Gail Opalinski, Jan Davis, middle school principals</p> <p>Mike Henry Darla Jones</p> | <p>August, 2004 through August, 2007</p> <p>September, 2004 through June, 2006</p> <p>June and July, 2005 June and July, 2006</p> <p>2004-2006</p> <p>2004 – 2006</p> <p>Fall 2004</p> <p>Fall 2004 – 2006</p> <p>Fall 2004 teacher training. Winter 2004, all 7th graders provided AVB Program.</p> <p>2004-2006</p> | <p style="background-color: yellow;"></p> |

| <u>Resources and Supports</u> Professional Development, Parent Involvement, Materials Acquisition | PERSONS RESPONSIBLE | TIMELINE START – FINISH (2 year plan) | FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 15, 2005) |
|--|---|--|---|
| <p>Training provided to principals, counselors, and teachers at all levels in how to interpret and use student assessment data.</p> <p>Working with Student Center Comprehensive Student Assessment Data System, counselors will develop a template for individual learning plans for each student, with parent input.</p> <p>Cognitive Academic Language Learning Approach (CALLA)</p> <p>Sheltered Instruction Observation Protocol (SIOP)</p> <p>English Language Learning Instruction System (ELLIS)</p> <p>Aspire (Training for paraprofessional staff)</p> <p>PASSport for Success (Training for parents)</p> <p>Continued training for special education teachers in direct instruction reading (Lindamood Bell, Corrective Reading) will be provided to improve student reading performance.</p> <p>Indian Education staff will participate in training for reading and language arts curriculum to support Alaska Native/American Indian students in pre K-12 programs.</p> | <p>Laurel Vorachek and Julie Melson - Assessment Dept.</p> <p>Mike Henry</p> <p>Bilingual Supervisor, Bilingual/Multi-cultural resource teachers, Training and Professional Development</p> <p>Jerry Sjolander Dana Dugdale Cindy Anderson</p> <p>Doreen Brown, Literacy Department</p> | <p>Ongoing 2004-2006</p> <p>Fall 2005</p> <p>Ongoing 2004-2006</p> <p>Ongoing</p> <p>2004-2006</p> |  |

| <p align="center"><u>Resources and Supports</u> Professional Development, Parent Involvement, Materials Acquisition</p> | <p align="center">PERSONS RESPONSIBLE</p> | <p align="center">TIMELINE START – FINISH (2 year plan)</p> | <p align="center">FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 15, 2005)</p> |
|--|--|--|--|
| <p>Training provided to Indian Education staff in how to interpret and use student assessment data.</p> | <p>Doreen Brown and Assessment Department</p> | <p>2004-2006</p> | |
| <p>Quarterly seminar for parents of Alaska Native/American Indian students will provide information about a variety of teaching materials, including Lightspan and Plato and how to access and enhance learning at home.</p> | <p>Doreen Brown and Indian Education staff.</p> | <p>Ongoing</p> | |
| <p>Continue and complete work to integrate reading and writing skills and strategies in all content areas (e.g. healthy teen literature project and language arts/social studies teamed classes).</p> | <p>Mardell Kiesel, Sharon Vassierre, Steve Ex</p> | <p>2004-2006</p> | |
| <p>Continue to update and add to the new LA Online! web site which provides access to current curriculum and approved resources, related relevant resources and links to state and national literacy sites.</p> | <p>Mardell Kiesel</p> | <p>2004-2006</p> | |
| <p>Continue collaboration with Migrant Education and provide training to ME staff to address literacy practices for identified Migrant Education students.</p> | <p>Mardell Kiesel, Marsha Robbins</p> | <p>Ongoing</p> | |
| <p>Content area reading strategic training for teacher, 4-12 (CRISS Strategies)</p> | <p>Mardell Kiesel</p> | <p>Ongoing</p> | |
| <p>Step Up to Writing training for teachers of grades 4-12.</p> | <p>Mardell Kiesel, Amy Goodman</p> | <p>Ongoing</p> | |
| <p>Provide curriculum, assessments, and strategies for four high school courses which address strategic reading and writing skills and align with the State Performance Standards and GLEs.</p> | <p>Mardell Kiesel</p> | <p>Fall 2006</p> | |

DISTRICT IMPROVEMENT PLAN 2004-2006 – CHANGES TO CURRENT PRACTICE

Complete one for each goal – expand sections as appropriate

District Name: Anchorage School District

GOAL # 2 : (Performance Standard to be addressed)

Improve math performance for all students with a particular emphasis on the designated groups not meeting the AMO target with use of the 99% confidence interval by achieving a 10% reduction in the percent not proficient in each group.

PERFORMANCE INDICATOR 1.1 (Baseline) African American, 50%; Economically Disadvantaged, 51.3%; Students with Disabilities, 33.3%; Limited English Proficient 50.8%

PERFORMANCE TARGET 1.1 (Measurable Change) African American, 55%; Economically Disadvantaged, 56.2%; Students with Disabilities, 40%; Limited English Proficient, 55.7%

CHANGES WE WILL MAKE TO CURRENT PRACTICE

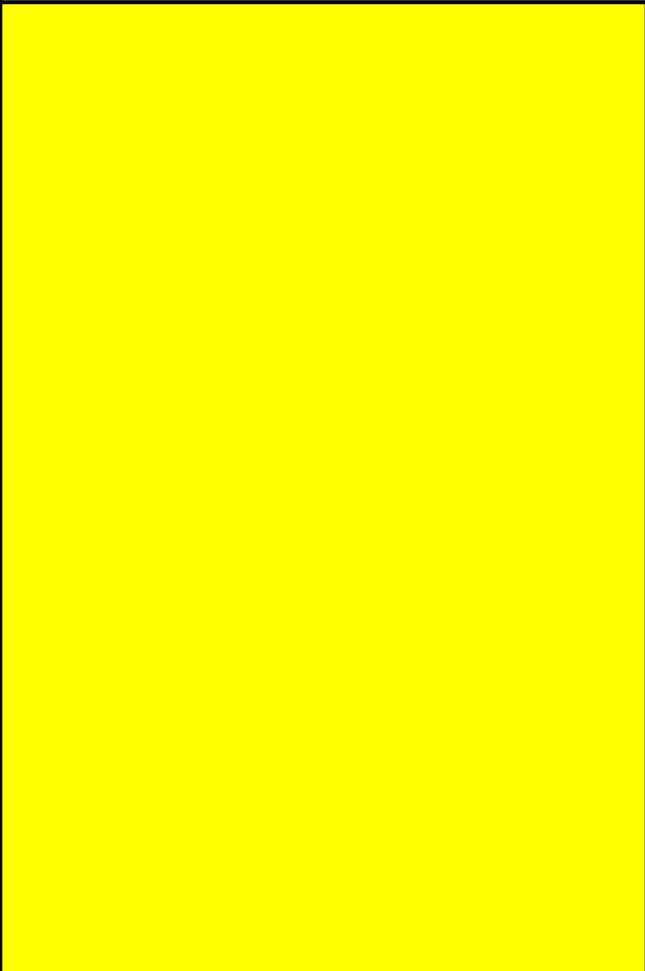
Scientifically Based support for this strategy/material (reference, or brief description): Technology interventions such as Following the Leaders, Larson’s Math, and PLATO have been shown to assist struggling students. CALLA, SIOP, and ELLIS have all proven to be effective methods in working with bilingual students. NW Regional data indicates that the 21st Century Program is an important and successful component in improving student achievement.

| INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED | PERSONS RESPONSIBLE | TIMELINE START – FINISH (2 year plan) | ASSESSMENT (Methods and Timeline) | FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 15, 2005) |
|---|---|---|--|--|
| K-6 pacing guides for all math programs will be implemented. | Enid Hunter and Sandy Schoff | September, 2004 through June, 2006 | Overall Statewide Assessment year-to-year comparisons of student achievement of all groups | |
| Larson’s Math will be used as an intervention program in 17-25 elementary schools. | Julie Jessal, school principals, Sandy Schoff | January 2005 | Statewide Assessment year-to-year comparison of student achievement of all groups. Larson’s Math pre/post assessments on each concept throughout the year. | |
| Continuing elementary summer school offered to all below and far below proficient students in the area of mathematics. | Patricia McRae, Eunice Long, and Julie Jessal | Summer 2005 | Math pre/post assessment for all participating students. | |
| Plato, a scientifically research-based technology program, will be used in middle schools for remediation, credit recovery, and prescriptive interventions in math. | Gail Opalinski, Darla Jones, middle school principals | Training began Aug. 2004 with phased implementation so that all students have access Fall 2005. | Course completion numbers, Plato mastery assessments throughout program, Statewide Assessments. | |
| Implement Larson’s Math in middle schools. | Gail Opalinski, Sandy Schoff | Spring 2004, all middle school teachers were trained. Fall 2004 all ESL tutors trained. | Statewide Assessments and Larson’s Math pre/post assessments on each concept throughout the year. | |
| Continued support for Middle School Math Conference -- target middle school girls to increase interest and awareness of math and careers that use math. | Sandy Schoff and math teachers. | Ongoing | Increased number of girls involved in the conference. | |

| INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED | PERSONS RESPONSIBLE | TIMELINE START – FINISH (2 year plan) | ASSESSMENT (Methods and Timeline) | FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 15, 2005) |
|--|--|---|---|--|
| Continued support for Math Derby preparatory clubs and competition to increase student interest in math. | Sandy Schoff and math teachers | Ongoing | Increased number of students involved in Math Derby. | |
| Continued support for middle school math clubs and competitions to increase awareness, interest and participation in math. | Sandy Schoff and middle school math teachers. | Ongoing | Increased number of middle school students involved in math clubs. | |
| Extended school year (summer school prescriptive program) and extended school day (tutoring, additional 100 students in Clark’s 21 st Century Program) will be used to support middle school students in need of remediation in math. | Gail Opalinski, middle school principals. | Ongoing | Statewide Assessments, STAR math, attitude inventory. | |
| Identify students for pre-algebra in 7 th grade to increase percentage of 8 th graders in Algebra. | Gail Opalinski, Sandy Schoff, middle school principals | Ongoing | Increase percentage of students who successfully complete Algebra in 8 th grade. | |
| Middle School Summer School math enrichment offered. | MS summer school teachers and principals. | Algebra readiness class for identified 7 th grade students. Successful completion allows entry to 8 th grade Algebra. | Orleans-Hanna Algebra Readiness Test given at the end of summer school or prior to entering algebra course. | |

| INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED | PERSONS RESPONSIBLE | TIMELINE START – FINISH (2 year plan) | ASSESSMENT (Methods and Timeline) | FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 15, 2005) |
|---|---|---------------------------------------|--|--|
| Sheltered Instruction strategies incorporated into the teaching of mathematics. | Bilingual supervisor, resource teachers, ESL teachers, and ESL tutors | Ongoing | Statewide Assessments | |
| Prescriptive remediation in math for struggling high school students offered during school day, in after school programs, and in summer school via Plato. | Mike Henry and high school principals. | Ongoing | Student performance on Statewide Assessments and Plato assessments. | |
| Increase student enrollment in rigorous courses, particularly students from underrepresented groups, and provide support for those students (APEX, additional teacher training in vertical teams). | Mike Henry and high school counselors and principals. | Ongoing | The number of students from various groups enrolled in rigorous courses in year-to-year comparison. | |
| Increase the number and percentage of students from underrepresented groups identified and served by gifted education. | Marrie Kae VanderPloeg | Ongoing | The number and percentage of students from underrepresented groups identified and served by gifted education in year-to-year comparison. | |
| Secondary Special Education will implement research-based curriculum (decision on program to be made in January) in math for self-contained special education classes as an extension of the general and remedial curriculum. | Jerry Sjolander Cindy Anderson | 2005-2006 | Statewide Assessments Individual Education Plan assessment of progress on goals and objectives quarterly. | |

| Resources and Supports Professional Development, Parent Involvement, Materials Acquisition | PERSONS RESPONSIBLE | TIMELINE START – FINISH (2 year plan) | FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 15, 2005) |
|---|--|---|--|
| <p>Professional development (1 day of in-service) for all K, 1st, 2nd, 3rd, 6th grade teachers and all K through 6th grade teachers who are new to the school district or new to their grade level.</p> <p>Books that link math to literature will be purchased for all elementary schools, and district and Title I math experts will provide technical assistance. Book studies are to increase math comfort & conversations.</p> <p>Larson Math, computer assisted instruction that aligns with the math curriculum, will be purchased for all Title I schools. Title I teachers will be trained in the use of this resource.</p> <p>Math Family Nights will be implemented at all schools as a link to parents and communities.</p> <p>Text “Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities” used in professional development for elementary teachers and other elementary instructional staff.</p> <p>All third and sixth grade teachers trained in content and pedagogy of adopted math curriculum as well as and using data to guide instruction.</p> <p>All kindergarten, first, and second grade teachers trained in content and pedagogy of adopted math curriculum.</p> <p>(Fourth and fifth grade teachers were trained in 2003-2004.)</p> <p>Sheltered instruction training will occur for all elementary teachers.</p> | <p>Enid Hunter and Sandy Schoff.</p> <p>Enid Hunter and Sandy Schoff.</p> <p>Julie Jessal, Sandy Schoff</p> <p>Sandy Schoff and school principals.</p> <p>Patricia McRae</p> <p>Enid Hunter and Sandy Schoff</p> <p>Enid Hunter and Sandy Schoff</p> <p>Patricia McRae, math and science curriculum experts, bilingual experts</p> | <p>September, 2004 through June, 2006</p> <p>2004-2006</p> <p>September, 2004 through June, 2006</p> <p>September, 2004 through June, 2006</p> <p>December, 2004 through June, 2006</p> <p>2004-05</p> <p>2005-06</p> <p>September, 2004 through June, 2006</p> | <p style="background-color: yellow;"> </p> |

| Resources and Supports Professional Development, Parent Involvement, Materials Acquisition | PERSONS RESPONSIBLE | TIMELINE START – FINISH (2 year plan) | FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 15, 2005) |
|--|--|---|--|
| <p>Transitions training for middle school math teachers, SPED collaborators, Indian Ed. and ESL school staff to meet the math needs of incoming elementary students.</p> <p>Training for middle school teachers, SPED collaborators, Indian Ed., and ESL school staff in teaching algebraic concepts.</p> <p>Training in literacy techniques for middle school teachers in all subject areas. Text: <i>The Middle School High Five</i>.</p> <p><i>Aggressors, Victims, and Bystanders</i> is implemented in middle schools to decrease incidents of bullying and improve school climate to increase achievement.</p> <p>Working with Student Center Comprehensive Student Assessment Data System, counselors will develop a template for individual learning plans for each student, with parent input.</p> <p>Sheltered Instruction Observation Protocol (SIOP) training.</p> | <p>Gail Opalinski, Ruth Mount, Sandy Schoff</p> <p>Gail Opalinski, Ruth Mount, Sandy Schoff</p> <p>Gail Opalinski, Amy Goodman, LA Dept. Heads</p> <p>Gail Opalinski, Jan Davis, middle school principals</p> <p>Mike Henry</p> <p>Bilingual Supervisor, Bilingual/Multi-cultural resource teachers, Training and Professional Development</p> | <p>December 2004 all math teachers receive a day of training.</p> <p>Spring 2005 – math teachers receive training.</p> <p>Fall 2004 – 2006</p> <p>Fall 2004 teacher training. Winter 2004, all 7th graders provided AVB Program.</p> <p>Fall 2005</p> <p>2004—2006</p> |  |

| Resources and Supports Professional Development, Parent Involvement, Materials Acquisition | PERSONS RESPONSIBLE | TIMELINE START – FINISH (2 year plan) | FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 15, 2005) |
|--|--|--|--|
| <p>K-6 ESL tutors receive process pedagogy training.</p> | <p>Sandy Schoff</p> | <p>Ongoing</p> | |
| <p>GLEs matched to ASD math program to link instruction and assessment.</p> | <p>Sandy Schoff and math teachers.</p> | <p>2004-2005</p> | |
| <p>Align Plato curriculum to ASD high school courses.</p> | <p>Sandy Schoff and math teachers.</p> | <p>2004-2005</p> | |
| <p>AP Calculus and AP Stats backwards design to identify and encourage students -- as early as 5th and 6th grade --for future advanced math studies. Particularly work with Indian Ed. to identify students and provide tutor support.</p> | <p>Sandy Schoff and Doreen Brown</p> | <p>Ongoing</p> | |
| <p>Journeys in Math – Math Science Partnership Grant w/ UAA. 47 teachers K-8 working toward math endorsement. Summer classes and ongoing support, lesson studies, and book studies throughout the school year.</p> | <p>Sandy Schoff in collaboration with UAA</p> | <p>2004-2006</p> | |
| <p>In collaboration with regular education, special education teachers will participate in training and implementation of general and remedial math curriculum to support special education students in K-12 programs.</p> | <p>Jerry Sjolander Dana Dugdale Cindy Anderson</p> | <p>Ongoing</p> | |

School Year 2004-05 District Improvement Assurances Packet

By my signature below, I agree that the following requirements for Title I districts in Level 2 or above of District Improvement as designated and outlined in NCLB Section 1116(c)(6) and (7) and Alaska Regulations 4 AAC 06.835-880, have been met.

Parent Notification

1116(c)(6):

The State educational agency shall promptly provide to the parents (in a format and, to the extent practicable, in a language the parents can understand) of each student enrolled in a school served by a local educational agency identified for improvement, the results of the review under paragraph (1) and, if the agency is identified for improvement, the reasons for that identification and how parents can participate in upgrading the quality of the local educational agency.

4 AAC 06.880:

- (b) The department, district, or school shall ensure that, regardless of the method or media used, it provides the information required by this section to parents
 - (1) in an understandable and uniform format, including alternative formats upon request; and
 - (2) to the extent practicable, in a language that parents can understand.
- (c) The department, district, or school shall provide information to parents through
 - (1) regular mail, electronic mail, or another direct means; however, if the department does not have access to individual student addresses, the department may provide information to the district or school for distribution to parents; and
 - (2) indirect means of dissemination, including the Internet, publications, broadcasting, and notices from public agencies serving students and their families.
- (d) Communications must respect the privacy of students and their families.

District Improvement Plan Requirements

4 AAC 06.850(b); 1116 (c)(7)

- a) A district required to submit a district improvement plan under 4 AAC [06.840\(h\)](#) shall submit the plan to the department for approval not later than 90 days after designation under 4 AAC [06.835\(b\)](#)
- b) In developing a district improvement plan, a district shall
 - (1) cover a two-year period;
 - (2) consult with parents, school staff, and other interested persons;
 - (3) incorporate scientifically based research strategies that strengthen the core academic program in the schools served by the district;
 - (4) identify actions that have the greatest likelihood of improving the achievement of students in meeting the academic performance requirements in 4 AAC [06.810](#);
 - (5) address professional development needs of the instructional staff;
 - (6) include specific measurable achievement goals and targets for all students collectively and each subgroup of students;

- (7) address the fundamental teaching and learning needs in the schools of the district, and the specific academic problems of low-achieving students, including a determination of why any of the district's prior plans failed to bring about increased student academic performance;
- (8) incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;
- (9) specify the responsibilities of the department under the plan, including specifying the technical assistance to be provided by the department; and
- (10) include strategies to promote effective parental involvement in the school.

District Improvement Plan Professional Development

1116(c)(7)(A)(iii)

The district improvement plan will:
 address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b)(3)(A)(iii)), but excluding funds reserved for professional development under section 1119

| | |
|-------------------|----------------------|
| District: | |
| Signature: | Printed Name: |
| Title: | Date: |