

Goals	Initiative	Measurement	Results
<p><b>Goal 1:</b> All students will graduate from high school college and career ready.</p>	<p><b>Initiative 1) Implementation and access to multiple course pathways exist within each career cluster</b></p>		
		<p><i>Measurement 1) Multiple course pathways that provide access to national career clusters are developed in core subject areas</i></p>	<p>The Anchorage School District (ASD) Career &amp; Technology Education (CTE) Program of Studies indexes each of the 16 national Career Clusters. Each cluster is described as well as numerous careers that it encompasses. Within each cluster, work has progressed on aligning content area pathways to C&amp;TE course options and further alignment to work-based learning opportunities, Career-Technical Student Organizations, Certifications and post-secondary options (Two Year College or Proprietary Programs, Adult Registered Apprenticeships, Four-Year College and University Programs, Post-Secondary Certificates, Licenses, On-The-Job Training, Training Certificates, etc.) Collaborative work among the curriculum department content coordinators will continue to expand multiple options for content area coursework for middle and high school alignments with each of the Career Clusters. (<a href="http://cte.asdk12.org">http://cte.asdk12.org</a>)</p>
		<p><i>Measurement 2) Individual learning and career plans incorporate the world of work map for high school planning</i></p>	<p>Individual Learning and Career Plans (ILCPs) were transitioned from the middle schools to the high schools at the end of fourth quarter. This will allow counselors and students to discuss career plans as they relate to high school course planning.</p> <p>Connecting the World of Work map to the career clusters will be accomplished during the 2010-11 school year as part of the development of the electronic ILCP.</p>

	<b>Initiative 2) Initial implementation of RTI Tier I in elementary schools</b>		
		<i>Measurement 1) Universal screening assessing curriculum and standards is available to schools.</i>	Funds were allocated through the SFSF Response to Instruction initiative under phase 2 funding. The RFP for a universal screening assessment was issued June 3, 2010; with a closing date of June 28, 2010. The evaluation committee has completed the scoring process of the vendors that submitted proposals. The RFP is currently at purchasing where they are evaluating the proposed fees. Vendor demos will be scheduled over the next month followed by the decision of an award of the contract.
		<i>Measurement 2) Use of EveryDay Math benchmark midyear assessment to guide classroom instruction</i>	Grade level collaboration meetings supporting over 300 classroom and Special Education teachers were held to assist grades 1-6 teachers in analyzing data and implementing interventions. At each school K-6 data from administration of the EDM midyear assessment was used to identify problematic GLEs, create and implement targeted interventions for teachers to use in whole group, small group or individual student settings prior to administration of the SBAs.
	<b>Initiative 3) Implementation of middle school mathematics support class and development of high school language arts and mathematics support classes</b>		
		<i>Measurement 1) Number of middle schools participating in implementation of mathematics support classes and pilot of high school math support class</i>	Ten middle schools implemented 54 sections of math support classes. A draft guide for a high school Algebra support course was completed. A limited pilot was conducted at Dimond, West and Bartlett.
		<i>Measurement 2) High school language arts and mathematics</i>	Seven sections of a high school language arts support course were implemented.

		<i>support class curricula are developed.</i>	A course curriculum guide was developed for Algebra I Support.
	<b>Initiative 4) Professional Development to support the alignment of K-6 Science Kits with Science GLEs and incorporated STEM components</b>		
		<i>Measurement 1) Training on components and tools that align kits with GLEs delivered</i>	Trainings to support intentional integration of science and literacy have been held at 31 elementary schools. At these trainings Science Literacy Trifolds and Top 30 Science Vocabulary cards have been shared with K-6 teachers and additional support staff. Easy Reference Guides (ERGs) for each science kit were distributed district wide and are also included in all science kits.
		<i>Measurement 2) Website resources available to supplement elementary science kits</i>	The ESCARGot website <a href="http://www.asdk12.org/depts/Science/ESCARGotWeb/index.html">http://www.asdk12.org/depts/Science/ESCARGotWeb/index.html</a> was successfully launched and is being utilized both by individuals and during trainings. Included on this site are the Easy Reference Guides (ERGs) for 21 Science kits, GLE alignment, kit concepts and assessments, cooperative learning strategies, ways to differentiate instruction, and more. ASD Tube trainings for 21 individual science kits (3 per grade level), Science Notebooks, Technical Drawing, and General Science Kit information have been created and archived to be available 24/7 for independent use and /or staff training.
	<b>Initiative 5) K-8 Backmapping of Algebra I</b>		
		<i>Measurement 1) Curriculum defines articulation of skills essential to successfully complete Algebra I</i>	K-8 Alegbra Backmapping is correlated with the Common Core Standards, Algebra Indicator ASD Performance Standards, and State GLEs. K-8 Algebra Indicators identified and aligned to ASD performance standards. These indicators must be taught and mastered at each grade level for successful completion of Algebra I. Analysis of SBA data identified the strand of Functions and

			Relations as a focus for 2010-2011. Common formative assessments are being created and will be provided to all grade level teachers K-6 in 2010-2011. <b>See Attachment A.</b>
	<b>Initiative 6) Implement a longitudinal college/career assessment system consisting of the EXPLORE, PLAN and ACT</b>		
		<i>Measurement 1) Number of students taking the tests by designated subgroups</i>	During the 2009-10 school year, 37% of eligible high school juniors registered for the ARRA funded testing with 1,564 receiving a score on one or more tests. The participation rate for the PLAN assessment that was administered to sophomores was 83%. There were 3,048 sophomores receiving a score on one or more tests. The participation rate for the EXPLORE assessment that was administered to eighth graders was 91%. There were 3,312 eighth graders receiving a score on one or more tests. The EXPLORE and PLAN will continue to be administered in 2010-11. <b>See attachment B.</b>
		<i>Measurement 2) District plan for transitioning students from one division to the next based on using data from these assessments and other information</i>	During the 2009-10 school year, initial efforts were made to transition the Individual Learning Career Plans to the high school. The process was not electronic so individual copies of the students' plans had to be made. Recognizing the challenges of using this information, the district is currently working with a group to develop an electronic process that would include the ILCP and other academic information that will be useful in transitioning students from middle to high school.
	<b>Initiative 7) Provide increased learning experiences, opportunities and options to differentiate instruction based on students' experiences, interests, abilities and personal goals</b>		

		<i>Measurement 1) Increased online course choices, out-of-school day courses, alternative education settings, and summer school offerings</i>	<p>The seven middle schools that serve grades 7 and 8 students now provide online Pre-Algebra for their feeder grade 6 students. Two hundred seventy three students have enrolled in the program.</p> <p>Online coursework: There were 370 on-line courses completed during the 2009-10 school year. There were an additional 370 on-line courses completed during summer 2010.</p> <p>There were increased offerings of online courses and expanded seats at the KCC third session.</p> <p>Elementary summer school was offered at five sites to address students who were below proficient in math and reading. Multi-Sensory Instruction (MSI) was offered during the summer school session.</p>
		<i>Measurement 2) Expanding MyAccess (writing program) and Achieve 3000 (reading program) to more students</i>	<p>Use of Achieve 3000 remained relatively constant as the number of subscriptions increased from 4,402 to 4,480.</p> <p>MyAccess! was targeted for rapid expansion at the request of principals, teachers and executive directors. Through the use of ARRA funds MyAccess! increased from 1,536 student subscriptions in 2008-09 to 5,316 student subscriptions in 2009-10.</p>
<b>Goal 2: The achievement gap will be eliminated.</b>	<b>Initiative 1) Train more regular education teachers on meeting the needs of ELL students</b>		
		<i>Measurement 1) Number of teachers/staff who participate in training</i>	<p>To date 68 certificated and classified employees have been trained in culturally responsive strategies. Trainings are continuing throughout this year.</p>

	<b>Initiative 2) Increase the Cultural Proficiency of ASD instructional staff and district leadership</b>		.
		<i>Measurement 1) The CREC is refined to more accurately measure Cultural Proficiency</i>	The Culturally Responsive Education Continuum was revised with input from Stephanie Graham, national expert on Cultural Proficiency to interface with the University of Washington’s Center for Educational Leadership (CEL) 5 Dimensions of Teaching and Learning. Middle and Elementary School principals are using this tool to develop leadership skills. The revised CREC tool was provided as a resource to assist with developing and evaluating the 2010-11 required SEL/Culturally Responsive goal that is a part of every school’s School Action Plan.
		<i>Measurement 2) Training of staff on Cultural Proficiency</i>	During March 2010 ASD leadership was trained by Stephanie Graham, a national expert on Cultural Proficiency. 14 middle school, 21 high school, 47 elementary, and 8 charter school leaders were trained. In addition, 14 program/department leaders received the training. Additionally, Stephanie Graham trained 26 district leaders and three UAA staff in a phase II level of cultural proficiency training.
	<b>Initiative 3) Provide additional support for Alaska Native/American Indian students to increase skills in core areas and reach graduation</b>		
		<i>Measurement 1) Students participating in on-line courses through Project Puqigtut</i>	During the 2009-2010 school year 119 participated: Spring: 40 students Summer: 79 students  71 (60%) students successfully completed a course by the end of 2010 summer. Of the 40% that did not complete a course, 12 students re-enrolled for the Fall semester and are expected to

			complete the course.
<b>Goal 3: Education in the highly diverse ASD will be accessible, culturally responsive, supportive of students, and safe.</b>	<b>Initiative 1) Review/refine the School Climate and Connectedness Survey</b>		
		<i>Measurement 1) Updated survey to be implemented 2010-11</i>	The School Climate and Connectedness Survey (SCCS) review committee spent the second semester 2010 assessing the current SCCS surveys, which included the grades 3-4 student survey, grades 5-11 student survey, staff survey and the parent/guardian survey. The review committee was made up of ASD staff, students, principals and a representative from the Minority Education Concerns Advisory Committee, Native Advisory Committee, Anchorage Principals Association and the Anchorage Education Association. The recommended changes include the addition of a “Respect for Diversity” factor that will be included in the grades 5-12 student surveys during the 2010-11 school year. Surveys will move to an online administration during the 2010-11 school year with a cost savings to the district. At the request of teachers and students, an open-ended section where students and staff can voice their experiences in written form will be added to the survey. ASD is also eliminating the need for the Bilingual Survey by adding an English Language Learner (ELL) identification question to the SCCS and running a separate analysis for the ELL program.
	<b>Initiative 2) Building System Renewal to improve safety of schools</b>		
		<i>Measurement 1) Schools receiving safety upgrades</i>	63 school safety projects were implemented in the 2009-10 school year, 18 of which have been completed and 7 of which are currently in closeout status and near completion. The safety projects include fire alarm upgrades or replacement (7); security system upgrades (12); lockdown hardware installation. (1); closed

			circuit TV upgrades or installation (16); intercom and/or public address system upgrades or replacement (11); sprinkler system installation, upgrade or replacement (4); door replacement or function upgrades (4); and flooring replacement (8). For a detailed list see <b>Attachment C</b> .
<b>Goal 4: Parents/guardians will be informed partners in their students' education.</b>	<b>Initiative 1) ParentConnect-soft rollout in 2010 and full implementation in fall 2010</b>		
		<i>Measurement 1) Percentage of families who access ParentConnect</i>	Total number of unique contacts who accessed Parent Connect in 2009-10 school year: 13,198 Total number of unique contacts who had access to parent connect at the end of 2009-10 school year based on the "Web Access" flag: 51,720
		<i>Measurement 2) Percentage of teachers posting assignments</i>	Total number of teachers scheduled for classes: 2930 (100%) Total number of teachers who posted assignments for at least one of their classes: 2352 (80.3%) Total number of teachers who posted marks for the assignments for at least one of their students 2230 (76.1%) Please note that these numbers reflect data that is schedule-driven. The numbers include only teachers who were scheduled in at least one class marked "Assign Grades" at the end of the school year and actually had students scheduled in that class at some point in 2009-10 school year.
	<b>Initiative 2) Better inform non-English speaking parents</b>		
		<i>Measurement1) District communications, including access to ParentConnect in Zangle translated and made available in 5 top languages</i>	Zangle Parent Connect forms are currently in the process of being translated into the following five languages: Spanish, Hmong, Filipino, Samoan and Korean.
	<b>Initiative 3) Middle school</b>		

	<b>parents actively participate in student led conferences</b>		
		<i>Measurement 1) Progress on student led conferences</i>	84% of middle school parents participated in the Fall 2009 student-led conferences. That number increased to 87% during spring conferences.
	<b>Initiative 4) All instructional divisions and departments will intentionally incorporate Parent Outreach activities as part of their instructional programs</b>		
		<i>Measurement 1) Summary report by division and program of activities held to intentionalize Parent Outreach</i>	<ul style="list-style-type: none"> <li>• Schools invited parents to access on-line grades and upcoming assignments via Zangle.</li> <li>• Middle School Career Guides facilitated 20 parent meetings.</li> <li>• Three middle school parent nights were held to explain the EXPLORE assessment results.</li> <li>• Technology workshops and trainings were offered to increase parental understanding of District on-line programs.</li> <li>• Parent volunteers were organized for additional assistance during testing, service learning projects and to assist with after school programs.</li> <li>• Every school hosted an open house.</li> <li>• Communication methods included paper and electronic newsletters, use of school messenger and school websites.</li> <li>• Planning with Carrie Rose with the Sacramento Parent/Teacher Home Visit Project has resulted in scheduled training for Fall 2010 for district specialists and four identified elementary schools.</li> </ul>
<b>Goal 5: Education will reflect 21<sup>st</sup></b>	<b>Initiative 1) CIS/Ed Tech perform content area</b>		

<b>Century learning.</b>	<b>technology audits by aligning curriculum guides with national technology standards</b>		
		<i>Measurement 1) Number of curriculum audits completed and model lessons integrated</i>	Through a year long professional development partnership between the Educational Technology and the Curriculum and Instructional Departments (66 participants) curriculum audits were performed in Language Arts, World Languages, Math, Health, Science and Social Studies. This process consisted of linking technology GLEs with content GLEs and infusing correlated lesson activities with technology tools. Seven model lesson exemplars integrating two or more subject areas were developed and piloted from these activities.
	<b>Initiative 2) Develop a district definition of 21<sup>st</sup> century teaching and learning</b>		
		<i>Measurement 1) Definition published</i>	One of the objectives of the Idea2Intention professional development course for the Educational Technology and Curriculum and Instructional Support Departments was to develop a definition of 21 <sup>st</sup> century teaching and learning. By reading a series of articles and texts, working with a national expert and examining characteristics of artifacts a definition was developed. <i>“Teachers and students inquire about life’s essential questions through local and global collaboration using technology tools, creativity and personal relevance. Students assess their own learning guided by teachers and mentors. Critical thinking, innovation and complex solution finding for the 21<sup>st</sup> century are at the forefront of new knowledgemaking.”</i>
	<b>Initiative 3) Staffing plan in place for transitioning tech teachers back to instructional roles to support and train teachers in the use of</b>		

	technology in instruction (via ARRA)		
		<i>Measurement 1) Number of tech teachers moved back into instructional roles and IT tech support hired</i>	<p>Number of Instructional Technology (IT) Tech Support staff hired by 06/30/2010 for placement in schools: 18                      Percentage of Technology Collaborator's IT support duties that have moved into IT support roles by 06/30/2010: 10%</p> <p>Transferring technical duties is an ongoing process that requires a significant transition phase. By June 2010, only one secondary school building technician was placed and trained at a level that allowed the Technology Collaborator to devote significant time to the new instructional duties. At the elementary level, several technicians had been hired and were in the process of being trained and beginning rotations, but the majority of technical responsibilities remained with the Building Technology Coordinators and the Educational Technology staff for the 2009-10.                      Hiring, training and placement is ongoing with a projected total hire of 24 school-based IT Tech Support positions.</p>
	<b>Initiative 4) Support ASD students in gaining 21<sup>st</sup> Century skills</b>		
		<i>Measurement 1) Implement Library Patron system</i>	<p>RFP written by a group of ten with input from students and district librarians. A group of eight representatives including librarians, IT, and Library Resources evaluated responses. TLC Library Solutions was chosen as vendor. Preparation over the summer included database clean up, audio conferences, IT work and training. Eight trainers were given 2.5 days of training by the vendor who then trained 125 librarians and library staff. Library Patron system implemented at 90 sites as of Sept. 2010. Training is ongoing throughout the 2010-11 school year.</p>
	<b>Initiative 5) Support 21<sup>st</sup> Century skill access and acquisition with robust, consistent, wireless connectivity (via ARRA)</b>		

		<i>Measurement 1) Wireless computer connectivity is available in all comprehensive high schools, all middle schools and elementary schools</i>	By 06/30/2010, installation of robust wireless (wireless access from every classroom) was completed in 4 comprehensive high schools, 1 middle school and 14 elementary schools. A Design/Build RFP was issued and awarded to complete the installation of robust wireless in all remaining ASD schools by September 2011.
	<b>Initiative 6) Explore opportunities to meaningfully embed 21<sup>st</sup> Century skills into content areas</b>		
		<i>Measurement 1) STEM coordinator hired and implementation plan in place</i>	A Science, Technology, Engineering & Math (STEM) coordinator, Michael Fenster, was hired in June, 2010. A team (with STEM, Educational Technology, Assistant Superintendent, Curriculum & Instructional Support, CTE, Career/College Readiness, and business community representation) met numerous times to develop a CTE plan at the request of the ASD School Board. Major initiatives of STEM, CTE and career/college/postsecondary readiness strands were combined into one master plan. A draft of the CTE plan was presented to the school board in October, 2010.
<b>Goal 6: ASD’s staff will be well-trained, highly effective, well-informed, and committed to the success of all students and staff.</b>	<b>Initiative 1) Conduct review of current evaluation systems for all employee groups</b>		
		<i>Measurement 1) New ACE evaluation system will be developed and put in place for</i>	During the 2009-10 school year, ACE and the District met multiple times to revise the ACE evaluation document. The revised evaluation document was in place for the 2009-10 school

		<i>the 2009-10 school year</i>	year.
	<b>Initiative 2) Increase the available pool of candidates for certificated positions</b>		
		<i>Measurement 1) Increase from baseline information provided in 2008-09 certificated accountability report</i>	In July of 2008 we had 548 released candidates in the discipline/content areas tracked by the certificated accountability report. In July of 2009 the number of released applicants had increased to 628. In July of 2010 the number increased to 782 released candidates.
	<b>Initiative 3) Increase success of future ASD administrators</b>		
		<i>Measurement 1) Participation in UAA Leadership Cohort</i>	<p>All cohort members applied for the cohort through a paper screening and two-interview process before being selected by the Executive Directors. There were 30 applicants screened and interviewed the first year of the program.</p> <p>Cohort I—14 members are in their second year of the two-year program. During the second semester all will be doing their practicum and internship through the Developing Exemplary Educational Leaders (DEEL) II program and will be placed in a school for four weeks as an acting assistant principal. Along with the internship, the DEEL II program meets twice a month to help train and induct the future administrators into the policies and procedures of the ASD.</p> <p>Cohort II—15 members are in their first year of the two-year cohort program and are presently taking their second course, Curriculum and Instructional Leadership. They took their first Educational Leadership course at ASD Summer Academy (ASDSA). Participants will enroll in a course in the spring and another in the summer prior to doing their internship during the second year of their program.</p>

	<b>Initiative 4) Increase leadership and instructional support skills of ASD middle school principals (via ARRA)</b>		
		<i>Measurement 1) Participation in the Center for Educational Leadership Intensive</i>	Center for Educational Leadership (CEL) consultants worked with all middle school administrators as well as instructional support staff on six different occasions between July 2009 and June 2010. Each middle school sponsored a CEL walk-through and originated an instructional “problem of practice.”
<b>Goal 7: All ASD departments support the mission of the district and will be highly effective, efficient, and responsive to internal and external customers.</b>			
	<b>Initiative 1) Continued support of ASD General Issues survey</b>		
		<i>Measurement 1) Survey results published and reviewed with ASD leadership</i>	The Communications office worked with Dittman Research to update and field the annual General Issues survey, which is fielded each November. The results of the survey were shared with the Superintendent’s executive team and were distributed to all principals and department heads at a General Leadership meeting.
	<b>Initiative 2) Review of draft Customer Service for ASD Employees incorporating standards and application</b>		
		<i>Measurement 1) Publication of a revised Customer Service for</i>	The revised Customer Service for ASD Employees is in final revision and will be published in November 2010.

		<i>ASD Employees</i>	
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