

Year 1 FY 2003 - 2004	Year 2 FY 2004 - 2005	Year 3 FY 2005 - 2006	Year 4 FY 2006 - 2007	Year 5 FY 2007 - 2008	Year 6 FY 2008 - 2009
GOAL 1: <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap 					
Bilingual Education students use English to communicate in social settings; and in socially and culturally appropriate ways.	→	→	→	→	→
Each year, a higher percentage of students is reclassified to a higher language proficiency level over the previous year; and a higher percentage of students is exited from the program.	3% students at higher proficiency	3% students at higher proficiency	3% students at higher proficiency	3% students at higher proficiency	3% students at higher proficiency
Bilingual Education students use English to achieve academically.					
Each year, on average, Bilingual Education students will achieve higher scores on District and state assessments in the content areas.	3% higher scores	3% higher scores	3% higher scores	3% higher scores	3% higher scores
<i>Work as part of Alaska State English Language Development Committee on Standards to complete standards for adoption by State Board of Education in March.</i>					
<i>Staff development for paraprofessionals focuses on effective collaboration as part of the classroom teaching year.</i>	<i>Yearly training for paraprofessionals responds to the needs of this relatively transient group.</i>	→	→	→	→
<i>Staff development for certificated staff continues Sheltered Instruction Observation Protocol (SIOP) training, and alignment of curriculum with English Language</i>	<i>Extend staff development on second language development and strategies for English Language</i>	→	→	→	→

Year 1 FY 2003 - 2004	Year 2 FY 2004 - 2005	Year 3 FY 2005 - 2006	Year 4 FY 2006 - 2007	Year 5 FY 2007 - 2008	Year 6 FY 2008 - 2009
<i>Development (ELD) standards.</i>	<i>learners.</i>				
Maintain K-12 <u>bilingual/ESL</u> tutorial assistance.	—————→	—————→	—————→	—————→	—————→
<i>Operate 12 Elementary Learning Centers and Newcomer's Center for secondary students.</i>	<i>Add Elementary Learning Centers in accordance with student population.</i>	<u>Implementation of elementary learning center at Tudor Elementary School.</u>	—————→	—————→	—————→
		Newcomer's Center has expanded to accommodate growing student population. <u>Increase staff by 1.0 FTE certificated teacher.</u>			
	<i>Expand high school math and science ESL courses to one additional school.</i>				
	<u>Implement English Language Learning Instruction System (ELLIS) – technology based curriculum at 5 targeted schools (3 elementary schools, 1 middle school, and the Newcomers' Center) through Success in English Language Proficiency for Academic Achievement (SELPAA) Project (3-Year Funds for the Improvement of Education Grant).</u> <u>Students will develop high levels of English proficiency while maintaining their linguistic diversity (e.g.,</u>	<u>Sustaining and continuing the principles of SELPAA Project in year-2.</u>	<u>Sustaining and continuing the principles of SELPAA Project in year-3.</u>		

Year 1 FY 2003 - 2004	Year 2 FY 2004 - 2005	Year 3 FY 2005 - 2006	Year 4 FY 2006 - 2007	Year 5 FY 2007 - 2008	Year 6 FY 2008 - 2009
	<i>Alaska's English Language Proficiency Standards, 2004; Piper, 2003), and simultaneously acquiring computer skills.</i>				
Goal 2: Supportive and Effective Learning Environment					
The Bilingual K-12 provides culturally responsible curriculum.	→	→	→	→	→
<i>Annual staff development for Bilingual staff includes Respecting Ethnic and Cultural Heritage (REACH) curriculum for understanding our diverse learners.</i>	→	→	→	→	→
An increasing number of regular classroom teachers each year learn and apply approaches for culturally responsive teaching.	25 teachers learn culturally responsive approaches	50 teachers learn culturally responsive approaches	75 teachers learn culturally responsive approaches	100 teachers learn culturally responsive approaches	100 teachers learn culturally responsive approaches
<i>University credit courses offer REACH approaches for high school and middle school classroom teachers.</i>	<u>To provide direct support for systemic change in English language and literacy instruction to teachers in five schools with steadily increasing enrollments of LEP students.</u> <u>Through SELPAA Project provide classroom teachers with training that will improve delivery of their lessons to all</u>	→	→	→	→
		→	→	→	→

Year 1 FY 2003 - 2004	Year 2 FY 2004 - 2005	Year 3 FY 2005 - 2006	Year 4 FY 2006 - 2007	Year 5 FY 2007 - 2008	Year 6 FY 2008 - 2009
	<p><u>students in the classroom using the researched based Sheltered Instruction Observation Protocol (SIOP) Model.</u></p>				
		<p><i>University credit courses offer REACH approach for elementary classroom teachers.</i></p> <p><u>To provide direct support for systemic change in English language and literacy instruction to teachers in five schools with steadily increasing enrollments of LEP students.</u></p> <p><i>Build stronger teaching and learning communities within and across schools in the ASD, communities that lead to sustained improvement in instructional practices and in student achievement.</i></p>	<p>→</p> <p>→</p>	<p>→</p>	<p>→</p>
<p>Goal 3: Public Accountability</p>					

Year 1 FY 2003 - 2004	Year 2 FY 2004 - 2005	Year 3 FY 2005 - 2006	Year 4 FY 2006 - 2007	Year 5 FY 2007 - 2008	Year 6 FY 2008 - 2009
<i>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.</i>	→	→	All K-6 teachers have been trained in and will use Sheltered Language/Culturally Responsive Approaches training.	→	All K-6 teachers who have been in ASD for three or more years will have been trained in and will use Levels I, II, III, and IV Sheltered Language/Culturally Responsive Approaches training.
<i>Each year 100 additional middle school teachers learn and use Cognitive Academic Language Learning Approach (CALLA).</i>	<i>100 more middle school teachers learn and use CALLA.</i>	<i>100 more middle school teachers learn and use CALLA.</i>	<i>100 more middle school teachers learn and use CALLA.</i>	<i>100 more middle school teachers learn and use CALLA.</i>	All middle school teachers know and use CALLA.
	<i>CALLA is ongoing part of District training for new-to-middle-school teachers.</i>	→	→	→	→
At least 10 secondary administrators and at least 25 teachers each year learn and apply Sheltered Instruction Observation Protocol (SIOP) to their teaching and instructional leadership.	35 teachers and administrators learn and use SIOP	35 teachers and administrators learn and use SIOP	35 teachers and administrators learn and use SIOP	35 teachers and administrators learn and use SIOP	↑ 35 teachers and administrators learn and use SIOP
<i>Sheltered Instruction Observation Protocol (SIOP) strands for administrators and teachers are offered at June Academy.</i>	→	→	→	→	→
<i>English as a second languages classes provided for parents.</i>	→	→	→	→	→
<i>PASSport to Success Parent-education curriculum that focuses on academic achievement rather than life skills parenting.</i>	To provide direct support to SELPAA Project schools in establishing and maintaining dynamic and effective partnerships with LEP students' families and communities.	→	→	→	→

Year 1 FY 2003 - 2004	Year 2 FY 2004 - 2005	Year 3 FY 2005 - 2006	Year 4 FY 2006 - 2007	Year 5 FY 2007 - 2008	Year 6 FY 2008 - 2009
	<p><u>For LEP students' language and literacy to develop as quickly as possible, we must establish full partnerships with their families and communities.</u></p>	<p>—————→</p>	<p>—————→</p>	<p>—————→</p>	<p>—————→</p>
<p><u>Assess all identified LEP students annually with English Language Proficiency Test – IPT</u></p>	<p><u>Assess all identified LEP students annually with English Language Proficiency Test – State developed standardized test.</u></p>	<p><u>Assess all identified LEP students annually with English Language Proficiency Test – State developed standardized test.</u></p>	<p>—————→</p>	<p>—————→</p>	<p>—————→</p>