

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><b>GOAL 1:</b></p> <ul style="list-style-type: none"> <li>▪ Increase achievement of all students</li> <li>▪ Reduce achievement gap</li> </ul>					
<p>Each year, an increasing proportion of the overall high school population will pass the HSGQE.</p>	<p>Reduce the number of seniors that have not passed the HSGQE by 50%.</p>	<p>Reduce the number of seniors that have not passed the HSGQE by <del>50%</del> <u>25%</u></p>	<p>Reduce the number of seniors that have not passed the HSGQE by <del>50%</del> <u>25%</u></p>	<p>Reduce the number of seniors that have not passed the HSGQE by <del>50%</del> <u>25%</u></p>	<p>Every student with sufficient graduation credits passes HSGQE.</p>
<p>In addition to NCLB objectives, each year narrow the HSGQE achievement and graduation rate gap between ethnic and SES sub-groups and overall population.</p>	<p>↓ by 50% the gap on HSGQE achievement and graduation rate</p>	<p>↓ by <del>50%</del> <u>25%</u> the gap on HSGQE achievement and graduation rate</p>	<p>↓ by <del>50%</del> <u>25%</u> the gap on HSGQE achievement and graduation rate</p>	<p>↓ by <del>50%</del> <u>25%</u> the gap on HSGQE achievement and graduation rate</p>	<p>No gap in HSGQE achievement and graduation rate between ethnic and SES sub-groups and overall population.</p>
<p><i>Prescriptive interventions:</i>                      Math, Reading, and Writing prescriptive remediation efforts to include online remediation (Plato, Fast ForWord, Read 180, Achieve 3000, etc.) To include all populations, special Education, ESL, Native Programs, etc.</p> <p>Math, Reading, and Writing Summer intensives to include all populations, Special Education ESL, Native Programs, etc.</p> <p>Credit recovery, original course attempts for core curriculum, elective classes, and Advanced Placement courses. Use of an ASD Blackboard server and commercial products (APEX, CLASS.COM) and the development of online courses by ASD</p>	<p>Online prescriptive remediation staff training for ESL, Special Education, and Partners for Success (Native program) teachers, aides and counselors.</p> <p style="text-align: center;">→</p> <p>Development and pilot of the Alaska Studies Online version.</p>	<p><u>Live and Eliminate (web based)</u> Online prescriptive remediation staff training for ESL, Special Education, and Partners for Success (Native program) teachers, aides and counselors.</p> <p>Math, Reading, and Writing Summer intensives <u>and Literacy Boot Camp</u> to include all populations, Special Education ESL, Native Programs, etc.</p> <p><b>The New Eagle River High School to be the host site for all ASD online learning opportunities. Continue production and purchase of online</b></p>	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p style="text-align: center;">→</p>	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p style="text-align: center;">→</p>	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p style="text-align: center;">→</p>

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<p><i>staff.</i></p> <p><u>Reading:</u> Fast ForWord skill development program in seven of the 13 high school sites</p> <p><b>Failure through non-attendance: Stay in School online programs, all schools, reduction of dropouts 50% over previous year.</b></p> <p><i>Every high school has and uses comprehensive site-specific remediation initiatives. To include all populations, special Education, ESL, Native Programs, etc.</i></p>	<p>Fast ForWord in all 13 high schools and high school programs (to include South Anchorage High)</p> <p>↓ 50% dropouts over previous year</p> <p>→</p>	<p><u>courses for credit recovery and original course attempts.</u></p> <p>Fast ForWord and/or Read 180 in all high schools and high school programs (add New Eagle River High School)</p> <p>↓ 50% Reduce dropouts by 10% over previous year</p> <p>→</p>	<p>→</p> <p>↓ 50% Reduce dropouts by 10% over previous year</p> <p>→</p>	<p>→</p> <p>↓ 50% Reduce dropouts by 10% over previous year</p> <p>→</p>	<p>→</p> <p>↓ 50% Reduce dropouts by 10% over previous year</p> <p>→</p>
<p>Professional development for counselors, administrators, and teachers on how to interpret, use student assessment data.</p>	<p>Professional development for teachers on how to intervene using focused online interventions, resources.</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
				<p>Teachers use data interventions for individual students.</p>	<p>→</p>
<p><u>ESL Strategies:</u> June Academy: Sheltered Instruction Observation Protocol (SIOP) courses: administrators' strand and teachers' strand for training up to 25 teachers per year (REACH grant).</p>	<p>June Academy: SIOP courses prepares 25 more teachers on ESL strategies (REACH grant).</p>	<p>June Academy: SIOP courses prepares 25 more teachers on ESL strategies (REACH grant).</p> <p>By end of Year 3: Every high school academic department in the core</p>	<p>June Academy: SIOP courses prepares 25 more teachers on ESL strategies (REACH grant).</p> <p>→</p>	<p>June Academy: SIOP courses prepares 25 more teachers on ESL strategies (REACH grant).</p> <p>→</p>	<p>June Academy: SIOP courses prepares 25 more teachers on ESL strategies (REACH grant).</p> <p>→</p>

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		<p>disciplines has at least one teacher with dual certification content area/ESL.</p> <p>By the end of Year 3: Every core content area on the high school level has in place a mechanism for training and mentoring its teachers on ESL strategies.</p>			<p>All high school teachers in the core content areas who have been with the ASD three or more years know and use ESL strategies.</p>
<p>Increase student enrollment in rigorous course offerings (AP, Highly Gifted, IB) by 100 students each year.</p>	<p>↑ enrollment by 100 students</p>	<p><u>Increase advance course enrollment by 10%.</u> ↑ enrollment by 100 students</p>	<p><u>Increase advance course enrollment by 10%.</u> ↑ enrollment by 100 students</p>	<p><u>Increase advance course enrollment by 10%.</u> ↑ enrollment by 100 students</p>	<p><u>Increase advance course enrollment by 10%.</u> ↑ enrollment by 100 students</p>
<p>Percentage of under-represented groups enrolled in AP increases by 3% each year.</p>	<p>↑ of 3% in under-represented groups enrolled in AP</p>	<p>Increase of 3% in under-represented groups enrolled in AP</p>	<p>Increase of 3% in under-represented groups enrolled in AP</p>	<p>Increase of 3% in under-represented groups enrolled in AP</p>	<p>Percentage of under-represented groups in AP mirrors their proportion in the overall high school junior and senior population.</p>
		<p>Numbers of students who enroll in Int'l Baccalereate (IB) increase by 10% each year.</p>	<p>↑ 10% # students who enroll in IB</p>	<p>↑ 10% # students who enroll in IB</p>	<p>↑ 10% # students who enroll in IB</p>
<p>Workplace skills integrated into regular high school courses.</p>	<p>→</p>	<p>→</p>	<p>Workplace skills certificate for high school graduates.</p>		
<p>Work with Training and Professional Development to plan, design, and deliver leadership training for administrators.</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>

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<b>Goal 2: Supportive and Effective Learning Environment</b>					
<b>Non-Student crimes on campus decrease each year by 50%.</b>	<b>Reduce by 10% the non-student crimes on campus</b>	<b>Reduce by 10% the non-student crimes on campus</b>	<b>Reduce by 10% the non-student crimes on campus</b>	<b>Reduce by 10% the non-student crimes on campus</b>	<b>Reduce by 10% the non-student crimes on campus</b>
<i>Every high school has a police officer-in-residence.</i>	—————→	—————→	—————→	—————→	—————→
<b>Fights and drug/alcohol incidents on campus decrease each year by 3%.</b>	<b>Reduce by 3% the fights and drug/alcohol incidents on campus</b>	<b>Reduce by 3% the fights and drug/alcohol incidents on campus</b>	<b>Reduce by 3% the fights and drug/alcohol incidents on campus</b>	<b>Reduce by 3% the fights and drug/alcohol incidents on campus</b>	<b>Reduce by 3% the fights and drug/alcohol incidents on campus</b>
<i>Smaller Learning Communities and targeted academic interventions.</i>	—————→	—————→	—————→	—————→	—————→
<b>Goal 3: Public Accountability</b>					
	<i>Working with Student Center Comprehensive Student Assessment Data System, counselors develop a template for individual learning plans for each student, with parent input.</i>	<i>Re-format report card design for skill development.</i>	<b>Report cards include skill development, reported each quarter.</b>	<b>Individual learning plans include periodic parent input.</b>	
	<i>Convene task force on ASD grading policy for advanced high school courses.</i>	<b>Policy on grading for advanced high school courses is in effect.</b>			
	<i>Work with other Departments in the Instructional Division to develop standards based</i>	—————→	—————→	—————→	<b>Standards based reporting mechanism for high school supplements traditional grade card.</b>

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	<i>reporting mechanism for high school, in addition to the traditional grade card.</i>				