

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>GOAL 1:</p> <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap 					
<p><i>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.</i></p> <p>Decision made to pursue adoption of ASD Social and Emotional Learning (SEL) Standards and Benchmarks.</p>	<p><i>Consensus process developed and implemented among all major ASD stakeholder groups leading to the adoption of which SEL standards/benchmarks will be used in the Anchorage School District.</i></p> <p><i>SEL Curriculum Coordinator hired using SDFS and AASB funds. SEL Coordinator reports to the Executive Director of Curriculum, and leads the development and implementation of ASD SEL standards and benchmarks.</i></p>	<p><u>Listening groups provide input into the proposed standards and benchmarks:</u></p> <ul style="list-style-type: none"> -Curriculum Coordinators -Diversity Committee -Executive Directors -Principals -MECC -Parents/PTA -SAB -Teachers <p>SEL standards submitted to School Board for adoption, September. Spring.</p>	<p><u>SEL standards are on-line and in the schools.</u></p>	<p><i>Mechanism developed to track/measure school communities that implement SEL standards/benchmarks in order to show increase over previous year in motivation to learn and academic achievement of NCLB sub-groups on district and state tests.</i></p>	<p><u>SEL school communities analyze and correlate NCLB sub-group data on achievement.</u></p> <p>Measures show positive correlation between SEL implementation and motivation to learn and academic achievement of NCLB sub-group.</p>
<p><i>Safe and Drug Free Schools Supervisor secures funding hires an ASD Social and Emotional Learning (SEL) Curriculum Coordinator for the 2004-2005 School Year.</i></p>	<p><i>SEL Curriculum Coordinator hired using SDFS and Association of Alaska School Board funds. SEL Coordinator reports to the Executive Director of Curriculum, and leads the development and implementation of ASD SEL standards and benchmarks.</i></p>	<p>Inventory, alignment, and correlation of current content benchmarks/rubrics that teach to adopted SEL benchmarks/rubrics are completed and published as first phase of Assets in Action.</p>	<p>Matrix developed for each grade level overlaying ASD curriculum content areas and ASD SEL standards and benchmarks.</p>	<p><i>100 additional trainings conducted.</i></p> <p><i>10 additional schools adopt school-wide implementation.</i></p>	<p><i>100 additional trainings conducted.</i></p> <p><i>10 additional schools adopt school-wide implementation.</i></p>

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<p>Roles and responsibilities clarified with the Executive Director of Curriculum and Instructional Support and the ASD Curriculum Department.</p>	<p>SEL Curriculum Coordinator begins collaboration with ASD curriculum coordinators to inventory, align and correlate current content benchmarks/rubrics that teach to SEL benchmarks/rubrics. (Moved to row below.)</p> <p>SEL Curriculum Coordinator begins collaboration with ASD curriculum coordinators to inventory, align and correlate current content benchmarks/rubrics that teach to SEL benchmarks/rubrics.</p>	<p><u>SEL coordinator to begin the development of a matrix overlaying SEL curriculum content areas and ASD SEL standards and benchmarks by examining the existing health curriculum and standards.</u></p> <p><u>SEL standards and benchmarks infused into existing health curriculum guides.</u></p>	<p>Curriculum Coordinator offers 25 trainings related to the use and implementation of the Matrix.</p> <p>Three ASD schools pilot school-wide implementation of SEL standards and benchmarks.</p> <p><u>SEL Curriculum Coordinator to oversee development of a web-based system for principals to use to assess needs in SEL benchmarks based on Matrices.</u> (Moved from Goal 2, 2006-2007.)</p> <p><u>SEL standards and benchmarks infused into existing curriculum guides/English and Social Studies.</u></p>	<p><u>Web-based system for assessing SEL needs is designed and in place.</u></p> <p><u>SEL standards and benchmarks infused into existing curriculum guides/math and science.</u></p>	<p><u>School communities use web-based system to enhance SEL in their schools.</u></p> <p><u>SEL standards and benchmarks infused into existing curriculum guides/ all relevant guides.</u></p>

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<p>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.</p>	<p>SEL Curriculum Coordinator to work in close consultation with the Collaborative for Academic, Social and Emotion Learning (CASEL) in comparing and contrasting which SEL standards and benchmarks are being developed in other districts in the U.S.</p>	<p>ASD SEL Coordinator to work closely with CASEL, The American Institutes for Research (AIR) and the Learning first Alliance (LFA) to conduct research synthesis, re-analysis and documentation of ASD SEL implementation.</p> <p><u>Begin implementation steps lined out in the CASEL "Steps to Safe and Sound Schools: Implementation Guide for Sustainable School-wide SEL."</u></p> <ul style="list-style-type: none"> -Principals committed -School champions established. -Steering committees established. -Shared SEL visions developed. -Needs assessments done -Action plans written. -Programs selected. -Ongoing staff development established. <p><u>SDFS funds/recruits/trains and supports SEL team leaders for the ASSET mini-grant schools.</u></p>	<p><u>ASD schools pilot school-wide implementation of SEL standards and benchmarks: schools adopt an SEL program, infuse SEL into the curriculum, and school culture and student connectedness to enable SEL to thrive.</u></p> <p><u>SDFS funds and supports the adopted programs.</u></p> <p><u>SEL Curriculum Coordinator offers specific trainings to school communities that elect to intensify the adoption of ASD SEL standards and benchmarks.</u></p>	<p><u>Additional schools adopt school-wide implementation.</u></p> <p><u>SEL schools use SEL practices to ensure the success of students achieving in the lowest quartile.</u></p> <p><u>SDFS funds and supports ongoing professional development to support the adopted programs.</u></p> <p><u>Additional Trainings offered.</u></p>	<p><u>Additional schools adopt school-wide implementation.</u></p> <p><u>SEL schools see a positive correlation between SEL programming and academic achievement.</u></p> <p style="text-align: center;">→</p> <p><u>Sustainability Factors in place to support school-wide SEL.</u></p> <ul style="list-style-type: none"> -Ongoing professional development. -Evaluation -Infrastructure -Integration into the curricula -Community partnerships -Communication
<p>Starting Point ASD Social and Emotional Learning Standards 1. Awareness and Management 2. Decision making 3. Social and Interpersonal</p>	<p>Align the three standards <u>four goals and the standards for Social and Emotional Learning with corresponding Developmental Assets.</u></p> <p><u>Publish Assets-in-Action- draft of the Social and Emotional Learning Standards and Benchmarks.</u></p>	<p>All ASD Developmental Asset trainings adapted to include integration of SEL standards and benchmarks.</p>	<p><u>Develop pre/post assessment tools for measuring acquisition of Developmental Assets by Alaska Native and other high-risk NCLB sub-groups.</u></p>	<p><u>School communities that adopt Assets-in-Action intentional SEL integration show yearly growth in Developmental Assets among NCLB sub-groups.</u></p>	<p><u>Assets-in-Action schools and Social and Emotional Learning competencies added to sub group analyses.</u></p>

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Goal 2 Supportive and Effective Learning Environment					
	<p><i>Process begun for linking standards for SEL correlated with specific competencies addressed in social skill building and prejudice prevention programs in use in the schools (e.g., RCCP, Kelso's Choices, Cooperative Learning, Aggressors, Victims and Bystanders).</i></p> <p><i>Executive Director of Curriculum and Instructional Support to oversee development of a web-based system for principals to use to determine SEL programming being done in their schools.</i></p>	<p>Matrixes <u>Matrix completed</u> developed linking the SEL Standards and Benchmarks to with specific competencies addressed in all SEL programs used in the Anchorage School District schools (e.g. RCCP, Kelso's choices, AVB).</p> <p>Matrix developed linking SEL standards and benchmarks to the drug/alcohol/violence prevention programs that are used in the schools to convey clear 'no use' messages.</p> <p><i>SEL support teachers work through SDFS to strengthen the above programs in each division (high school, middle school, elementary).</i></p>	<p><i>SEL Curriculum Coordinator to oversee development of a web-based system for principals to use to assess needs in SEL benchmarks based on Matrixes.</i></p> <p style="text-align: center;">→</p>	<p><i>SEL Curriculum Coordinator to oversee system of tracking behavior outcomes related to SEL benchmarks implementation.</i></p> <p style="text-align: center;">→</p>	<p><i>Assets in Action SEL school communities analyze and correlate NCLB sub-group data on achievement, behavior, discipline referrals, and other relevant factors.</i></p> <p style="text-align: center;">→</p>

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<p><u>SEL support teacher hired to coordinate youth directed asset building efforts for their peers.</u></p>	<p><u>SDFS trains students and provides support for student-led asset development (peer mediation, mentor training, TOPS, youth assets fair, etc.).</u></p> <p><u>SEL standards and benchmarks are written in a language that is usable for students as well as educators.</u></p>	<p>—————></p> <p><u>Three schools pilot the Transitions class, a peer led class that teaches SEL skills.</u></p> <p><u>SDFS leads systematic Change of Heart training to support SEL skills and assets in 3 high schools.</u></p> <p><u>SEL skills and strategies begin being implemented into the Freshman Academy and school advisory programs.</u></p>	<p>—————></p> <p><u>Transitions class becomes a part of the program of studies and incorporates SEL standards and benchmarks.</u></p> <p><u>Additional high schools added.</u></p> <p>—————></p>	<p>—————></p> <p><u>SEL coordinator and SDFS continue to support student-led initiatives in asset development and SEL skills.</u></p> <p><u>Additional high schools added.</u></p> <p>—————></p>	<p>—————></p> <p><u>Students become familiar with SEL language and skills and are empowered to develop those skills.</u></p> <p><u>Youth cadres become youth change agents of their schools and develop trainings accordingly.</u></p>
<p><u>All new teachers are trained in Developmental Assets framework.</u></p>	<p><u>All new staff who that work with students are trained in Developmental Assets Framework. and in Social and Emotional Learning.</u></p>	<p>—————></p>	<p><u>All new staff who that work with students are trained in Developmental Assets Framework and how SEL standards and benchmarks support the assets.</u></p>	<p>—————></p>	<p>—————></p>
<p><u>Culturally Responsive Education Action Committee (CREAC) Diversity Committee forms and leads movement to imbue culturally responsive standards throughout school climates, curricula and instruction.</u></p>	<p><u>Develop specific educational, training and improvement opportunities for leaders, teachers and staff to increase skill and competence in teaching/integrating SEL standards and benchmarks.</u></p>	<p><u>Specific training is offered to 30 administration and school leaders. SDFS hosts training with Janet Patti.</u></p> <p><u>SEL strand becomes part of the November Conference.</u></p>	<p><u>Educational training is offered to 300 ASD teachers administrators and staff on SEL at the Fall Advance.</u> (Moved from 2005-2006.)</p>	<p><u>In collaboration with the Diversity Committee, SDFS, and the SEL curriculum coordinator, training is provided to expand staff's SEL skills in working with children of different cultures and socio-economic backgrounds.</u></p>	<p>—————></p>
<p>Goal 3: Public Accountability</p>					

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	<p><i>Parents and community members involved in the process of adopting ASD SEL standards and benchmarks.</i></p>	<p>Booklets developed for parents/guardians detailing student SEL standards and benchmarks for each grade level.</p> <p><u>A section for SEL included in the ASD Parent's Guide Publication.</u></p>	<p><i>In connection with other districts nationally, begin work with <u>Assessment and Evaluation</u> to develop a system of performance standards and assessment tools for SEL benchmarks.</i></p>	<p>Performance standards and assessment tools for Social and Emotional Learning complete and in schools.</p>	<p>Schools and staff trained in SEL. Social and emotional competencies incorporated into student profiles in student data management system.</p> <p><i>Develop pre/post assessment tools for measuring acquisition of Developmental Assets by Alaska Native and other high-risk NCLB sub-groups.</i></p>
	<p><i>SDFS/ASD Assessment and Evaluation work with AIR/CASEL/AASB to develop and pilot a <u>School Culture and Connectedness Survey in 8 ASD schools.</u></i></p>	<p><i>Culture and Connectedness survey refined with feedback from principals and staff and piloted in 30 schools.</i></p>	<p><i>Culture and connectedness survey parallels with the school report card survey.</i></p>	<p><u>Culture and Connectedness survey replaces the School Report Card survey.</u></p>	
		<p><i>SDFS and SEL coordinator network with other youth serving agencies to support SEL teaching.</i></p>	<p><i>SDFS and SEL coordinator work with other youth serving agencies to support SEL standards and benchmarks.</i></p>	<p><i>Training provided by SDFS for youth serving community agencies on SEL standards.</i></p>	<p>→</p>
	<p>Developmental Assets Framework and standards for SEL aligned, published and in schools.</p>			<p><i>SEL Coordinator to convene development of a modified report card that delineates SEL competency levels.</i></p>	<p>Standards-based report cards will include competencies for social and emotional learning.</p>