

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 					
ASD students will be taught by highly qualified, high-performing educators, K-12.	—————>	—————>	—————>	—————>	—————>
<i>Conduct a teacher mentor program that nurtures and supports new teachers working with veteran teachers.</i>	At least 70% of first-year teachers will choose to be matched with a trained and effective mentor.	<u>75 % of new-to-profession teachers will be matched with mentors.</u> <u>All second year teachers and new to grade level teachers will be offered a mentor.</u>	↑ more mentor matches	↑ more mentor matches	100% of new-to-profession teachers have access to a mentor.
<i>Train 120 additional mentor teachers each year.</i>	↑ 120 mentors trained	↑ 120 mentors trained <u>Provide initial and advance mentoring training classes. 7-9 classes will be taught this year.</u>	↑ 120 mentors trained	↑ 120 mentors trained	↑ 120 mentors trained
<i>Support and follow up with all mentor/mentee matches through mentor liaison.</i>	—————>	—————>	—————>	—————>	—————>
<i>Promote mentoring across divisions.</i>	—————>	—————>	—————>	—————>	—————>
<i>Provide materials and resources for mentors and mentees.</i>	—————>	—————>	—————>	—————>	—————>

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Ninety percent of mentee survey respondents rate their mentoring relationships as satisfactory or higher, and report that they believe the mentoring relationship helped them deliver effective instruction in their classrooms.	90% satisfaction rate	90% satisfaction rate <u>Compare results between years. Examination of the "exit survey" done by HR to determine strategies for retention.</u>	90% satisfaction rate	90% satisfaction rate	90% satisfaction rate
	A majority of principal survey responses indicates that mentoring helps both the teaching practice and retention of new teachers.	—————>	—————>	—————>	—————>
<i>Work with ASD Human Resources and universities to coordinate and provide coursework, as well as ASD-sponsored training, to help teachers and paraprofessionals meet "highly qualified" status.</i>	—————>	<u>Sponsor a collaborative event with UAA to work on a class course evaluation form based on NSDC goals.</u> <u>Provide Praxis classes and paraprofessional Help classes to assist paraprofessionals and teachers in achieving highly qualified status.</u>	—————>	—————>	—————>
	<i>Work with ASD Assessment and Evaluation and universities to offer university courses on data analysis and application.</i>	<u>Work with I Tech to provide web based e-learning sessions utilizing the Elluminate program.</u>	—————>	—————>	—————>
<i>Conduct an ASD summer academy each year that enacts specific District professional development objectives relative to student achievement.</i>	—————>	—————>	—————>	—————>	—————>

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	<i>Work with ASD Indian Education, universities, and community groups to design approaches to recruit and retain Native teachers.</i>	<u>Increase the number of minority mentors.</u> <u>Incorporate cultural diversity strands in all our trainings.</u>	→	→	→
The District has internal leadership capacity that responds to its evolving needs.	→	→	→	→	→
The numbers of qualified potential administrators grows each year.	↑ 75% of administrative trainees qualified.	↑ 80% of administrative trainees qualified. <u>Comparison will be maintained between trainee program and hired number of administrators.</u>	↑ 90% of administrative trainees qualified.		
<i>Provide professional development for leadership of the ASD that is relevant, connected, and focused on reduction of the achievement gap; e.g., Administrative Training Program, Leadership Academy, and Principals/Assistant Principals mentor training.</i> <i>Work with Elementary, Middle School, and High School Education and with Curriculum and Evaluation to design the content and format of the leadership training each year.</i>	→	<u>Sponsor DEEL (Developing Exemplary Educational Leaders) class for teachers who are interested in exploring an administrative focus.</u>	→	→	→
<i>Conduct a mentor program for first year principals and assistant principals that match new administrators with seasoned mentors.</i>	→ At least 70% of new principals and assistant principals choose to be matched with a mentor.	<u>Expand the principal mentor program to include support for 2nd year principals.</u> At least 75% of new principals and assistant principals choose to be matched with a mentor.	→ At least 80% of new principals and assistant principals choose to be matched with a mentor.	→ →	→ →

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At least 90% of administrative trainees and first year principals indicate in survey responses that specified components of the ASD Administrative Training program have helped them perform as leaders.	—————>	—————>	—————>	—————>	—————>
	At least 75% of Leadership Academy participants indicate in response survey that they are satisfied with the offerings; training has helped them be effective on the job.	↑ 5% growth in satisfaction <u>Develop an MLP on line course/instructor evaluation form.</u>	↑ 5% growth in satisfaction	Maintain 90% satisfaction with Leadership Academy.	—————>
Goal 2: Supportive and Effective Learning Environment					
Schools have stable, consistent staff and a culture of professional collegiality.	—————>	—————>	—————>	—————>	—————>
<i>Operate teacher induction program.</i>	—————>	—————>	—————>	—————>	—————>
<i>Provide District/site induction liaison training, and coordination.</i>	—————>	—————>	—————>	—————>	—————>
<i>Provide yearly credit courses for liaisons and principals.</i>	—————>	—————>	—————>	—————>	—————>
<i>Facilitate the coordination of the system-wide induction effort for new employees.</i>	System-wide induction plans advertised, articulated, and evaluated.				
75% of ASD schools will have written, implemented, and evaluated induction plans by July 2004.	80% of ASD schools will have written, implemented, and evaluated induction plans by July 2005.	85% of ASD schools will have written, implemented, and evaluated induction plans by July 2006.	90% of ASD schools will have written, implemented, and evaluated induction plans by July 2007.	95% of ASD schools will have written, implemented, and evaluated induction plans by July 2008.	100% of ASD schools will have written, implemented, and evaluated induction plans by July 2009.

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Site induction liaisons and new teachers will show, on satisfaction surveys, a statistically significant level of satisfaction (95% FY 2004) with their schools' induction programs and with the program's effect on staff morale.	Surveys show 80% satisfaction with schools' induction programs.	Surveys show 85% satisfaction with schools' induction programs. <u>Implementation of recommendations made by teams of induction liaisons and principals who analyzed data from the 04-05 school year.</u>	Surveys show 90% satisfaction with schools' induction programs.	Surveys show 95% satisfaction with schools' induction programs.	Surveys show 100% satisfaction with schools' induction programs.
Teacher retention is higher than in previous year.	↑ teacher retention	↑ teacher retention	↑ teacher retention	↑ teacher retention	↑ teacher retention
Teacher retention meets or exceeds national average.	————→	<u>Teacher retention is higher than the National average over a 5-year period (03/04).</u>	Teacher retention exceeds national average.	————→	————→
Goal 3: Public Accountability					
Systems developed and maintained by Training and Professional Development maximize impact and ensure accountability of professional development across all District departments and functions. <i>Establish Staff Development Advisory Committee.</i> <i>Create ASD Staff Development Policy and Comprehensive Plan.</i>	————→	————→	————→	————→	————→
		<u>Provide assistance and training to teachers on the new State Teacher Licensure Program (i.e., video taping lessons).</u>			
<i>Work with all District functions to operate their training and professional development through MyLearningPlan.com for quality</i>	All District functions operate their training through Training and	————→	————→	————→	————→

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<p><i>assurance:</i></p> <ul style="list-style-type: none"> ▪ <i>Web-based database/planning and documentation software</i> ▪ <i>All professional development tied to School Board goals</i> ▪ <i>Enrollment capability</i> ▪ <i>Documentation of participation</i> ▪ <i>Evaluation</i> 	<p>Professional Development's MyLearningPlan.com:</p> <ul style="list-style-type: none"> ▪ All schools ▪ All departments, such as Curriculum and Instructional Support, Title I, SADS, Indian Ed., Bilingual, Migrant, and Assessment and Evaluation ▪ All support services, such as Student Transportation, Health Services, Information Technology, Library Resources, and Risk Management. 				
<p><i>Work with the Instructional Division to design impact on student achievement into evaluations of all professional development related to instruction.</i></p>	<p style="text-align: center;">—————></p>	<p>All staff development related to classroom instruction includes ways to measure impact on student achievement.</p> <p><u>Collaboratively work with divisions and Assessment & Evaluation Department to measure impact of staff development on student achievement.</u></p> <p><u>Assist school-based staff development with MLP documentation.</u></p>			
<p>Ensure compliance with mandatory training requirements.</p> <p><i>Use MyLearningPlan.com for advertising, enrolling, documentation, and reporting.</i></p>	<p style="text-align: center;">—————></p> <p>Quarterly MyLearningPlan.com</p>	<p><u>Assist principals with SRT documentation through</u></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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	reports document mandatory trainings and participation by school, department, and individual portfolio.	<u>MLP.</u>			
<i>Update mandatory/compliance training booklet every year.</i>	—————>	—————>	—————>	—————>	—————>
	90% of mandatory and compliance trainings processed through MyLearningPlan.com.	95% of mandatory and compliance trainings processed through MyLearningPlan.com. <u>Provide in-depth mandatory training sessions for all first year teachers.</u>	100% of mandatory and compliance trainings processed through MyLearningPlan.com.		
	75% of ASD personnel have completed all mandatory training that applies to them.	85% of ASD personnel have completed all mandatory training that applies to them.	100% of ASD personnel have completed all mandatory training that applies to them.	—————>	—————>
<i>Deliver training that is best done in a centralized fashion, e.g., substitute training, Web-based training, and Fetal Alcohol Syndrome training.</i>	—————>	<u>Facilitate a sub teacher-training program.</u> <u>Develop a Substitute Teacher Assistant training program to increase and retain qualified Teacher Assistants.</u>	—————>	—————>	—————>
<i>Work with ASD departments, universities, and outside agencies to design parameters and quality protocols for credit courses.</i>	—————>	<u>Hold a collaborative event twice each year with UAA focusing on evaluations and the adult learner.</u>	—————>	—————>	—————>

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<p>Increase annually numbers of ASD participants in the Anchorage School District Teacher Academy (ASDTA) in June:</p> <p>FY 2004: 800 ASDTA participants</p>	<p>900 ASDTA participants</p>	<p><u>Increase the follow-up to ASDTA activities.</u></p> <p><u>Increase the degree to which ASDTA activities are focused on content knowledge and how students learn that knowledge.</u></p> <p><u>Increase the alignment of ASDTA activities in accordance with ASD goals.</u></p> <p><u>Increase the degree to which ASDTA activities include school/depart./grade-level teams.</u></p> <p><u>Develop a sytemic strand between ASDTA, Administrative Advance, and Administrative Conference to focus on District goals.</u></p>	<p>1,100 ASDTA participants</p>	<p>1,200 ASDTA participants</p>	<p>1,300 ASDTA participants</p>
<p><i>Identify major areas of professional development needs in schools Districtwide, in alignment with Alaska and National Professional Development Standards.</i></p>	<p>→</p>	<p><u>Develop a 2-day advance for administrators in August, providing training choices.</u></p> <p><u>Develop an advance for school-based classified staff to provide support and training on various topics:</u></p> <ul style="list-style-type: none"> ▪ <u>Diversity</u> ▪ <u>Public relations</u> ▪ <u>Mentoring</u> ▪ <u>Communication</u> 	<p>→</p>	<p>→</p>	<p>→</p>

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		▪ <u>Grants</u>			
	A statistically significant sample of schools each year completes a self-assessment using the National Staff Development Council's (NSDC) validated self-assessment tool.	↑ <u>12 schools will complete NSDC self-assessment for professional development.</u>	↑ 12 schools complete NSDC self-assessment for professional development	↑ 12 schools complete NSDC self-assessment for professional development	All schools have conducted NSDC needs self-assessment.
			Schools re-administer NSDC self-assessment to determine growth from baseline data of initial assessment.	→	→
		NSDC professional development self-assessment tool available to NCLB schools in Level I and Level II school improvement status.	→	→	→
Planning, delivery, and reporting for professional development activities are efficient and useful for decision-making.	→	→	→	→	→
MyLearningPlan.com electronically collects and tracks professional development activity, and data Districwide.	→	→	→	→	→
Annual Training and Professional Development evaluation determines effective use of MyLearningPlan.com.	→	→	→	→	→
Develop and design annual, semi-annual, and on-demand data reports on professional development categories, impact, participation, and needs.	→	→	→	→	→

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	<i>Design and deliver training for departments to run their own customized staff development reports.</i>	<i>Design and deliver training for all schools to run their own customized staff development reports.</i>	<p>Departments and schools run their own customized staff development reports.</p> <p><i>Training and Professional Development continues to disseminate centralized reports for decision-making.</i></p>	→	→