

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #320 (2005-2006)

June 26, 2006

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: EVALUATION OF THE DISTRICT IMPROVEMENT PLAN FOR
THE 2005-2006 SCHOOL YEAR

ASD Goal: *Ensure public accountability through effective communication with students, staff, parents, community and government at all levels.*

PERTINENT FACTS:

The No Child Left Behind Act and Alaska state regulations require school districts in Adequate Yearly Progress Level II or higher to submit an improvement plan to the Department of Education and Early Development. This plan was submitted to and approved by the Anchorage School Board in December and was subsequently submitted to the state. The Department also requires that the District submit an evaluation of progress to date on that improvement plan by May 31. That evaluation is made available here for your review.

Though the District did not have year-end data and results of the new statewide assessments available for this evaluation, individuals responsible for components of the plan provided a summative comment regarding the implementation status of each component and any data available at the time of this review. There will be a more comprehensive report of actual assessment results in the fall when the evaluation of the District's Six-Year Instructional Plan is presented to the Board.

CC/RG

Attachment

Prepared and approved by: Rhonda Gardner, Assistant Superintendent,
Instruction



Department of Education and Early Development

2005-2006 District Improvement Plan

Submission Packet

Due to EED – December 15, 2005

Contact:

Department of Education and Early Development
801 West 10th Street, Suite 200
Juneau, AK 99801
www.eed.state.ak.us

cleta_elefritz@eed.state.ak.us or 465-8728

Overview of 2005-2006 District Improvement Plan Process

A district makes AYP if all the students in the district in each subgroup reach the targets for the year in reading and math and if the participation rate and graduation rate are met. A district may not make AYP even if each school in the district does make AYP because when the students in the district are counted together, sometimes a subgroup that was too small to count at a school level will be large enough to count at the district level. Districts are identified as Level 1, 2, 3 or 4. A district is considered in improvement status if it is designated at Level 2 or above.

The intent of the District Improvement process for 2005-2006 is to encourage a data-driven decision-making process for districts and to focus the efforts of district improvement plans on those areas that caused the district to not make AYP. These areas may include participation rate and graduation rates. The process is similar to that for the School Improvement process. A district may have different needs across the district than an individual school does. If one or more schools in the district have created School Improvement plans that focus on the same goals that the district has identified, then the district plan may be to implement similar instructional strategies or programs as those in the school plan.

A district designated at Level 2 or above must spend at least 10% of its Title IA budget on professional development. These funds can be spent on all staff in the district, including staff in non-Title I schools. If you did not anticipate this need in your original NCLB application, then please submit a revised application and budget to show how these funds will be spent for professional development needs that align with your district improvement plan.

The following companion documents designed for the School Improvement process will also be useful for the District Improvement Process. They are available on the Department of Education website under Forms & Grants, School Improvement (www.eed.state.ak.us/forms/forms2.html#SchImp).

- The 2004-2005 School Improvement Plan Resource Guide (optional) includes instructions for each of the four steps, a “Tools and Resources” section for each step, a sample “Data Analysis Summary, a sample “School Improvement Plan – Changes to Current Practice”, and guiding questions for a district review of school improvement plans.
- The Data Analysis Tools Packet (optional) provides templates for reviewing and analyzing student achievement data.

The process is outlined briefly in the following four steps:

Step 1. Focus on the Data – Analysis and Goals

- Select members of district improvement team – representatives should include teachers, staff, parents, and community members.
- Analyze benchmark data at district level, subgroup level, and by performance standards.
- Identify up to 3 critical areas of need and translate them into specific, measurable goals.

Step 2. Focus on Instruction – Changing current practice

- Research materials and instructional strategies to find those that have been proven through research to address areas of need identified in Step 1.

- Determine which current materials and strategies to keep and which to change.
- Identify areas of support in professional development, parent involvement, or funds that are needed to implement the new materials and strategies.
- Identify person(s) responsible for each activity and a 2-year timeline.

Step 3. Focus on Change – Measuring Change

- Select assessments to be used to measure student growth that match and reasonably measure materials and strategies being implemented. (Assessments may be created by teachers or obtained from publishers.)
- Determine the timeline for implementing the assessments (frequently during the school year) and what indicators of student growth are expected.
- Determine the timeline and persons responsible for analyzing local student assessment data (at least quarterly) and making recommendations for change, if necessary.
- Determine timeline and persons responsible for monitoring the implementation of the materials and strategies chosen during the year.
- **Complete the District Improvement Plan – Changes to Current Practice pages, with the exception of the “Final Outcome/Revision” column. Complete one page for each of the 3 goals and expand the sections as needed.** (See the Sample “School Improvement Plan 2004-2006 - Changes to Current Practice” on pages 45-47 of the *School Improvement Plan Resource Guide*.)
- **The district must submit the plan to EED by December 15, 2005.**

Step 4. Focus on Evaluation – Results / Revision

- Review the local assessment data and state assessment data.
- Review the implementation of the plan. Was it fully implemented?
- Determine if there was student progress and if the strategies/materials worked.
- Determine what changes, if any, need to be made for the coming school year.
- **Complete the Final Outcome/Revision column of the District Improvement Plan – Changes to Current Practice pages. Submit to EED by May 31, 2006.**

2005-2006 District Improvement Plan Submission Checklist

<i>Required Form</i>	<i>OK</i>
1. District Improvement Plan Cover Sheet	X
2. District Improvement Planning Team	X
3. District Improvement Plan 05-07 – Changes to Current Practice pages for Goals 1, 2 and 3	X
4. District Assurances Packet – Original to be mailed to the Department if electronic signature is unavailable	X

The District Improvement Plan Changes to Current Practice form may be expanded to include all necessary information within the table. A 12-point font is recommended. Please do not send additional materials, lesson plans, student work, or test scores.

District Improvement Planning Team

The planning team should represent a variety of participants from the schools and the community: teachers, administrators and other school staff, parents, and the community to be served. Please list members of the team and their roles.

<i>Printed Name</i>	<i>Role within the district/school/community (i.e. 4th Grade teacher, PTA parent, etc.)</i>	<i>Roles/Responsibilities tied to district improvement plan</i>
Parents:		
Beatte Zinck	PTA Parent	Gifted plan elements
Cathy VonHippel	Private Psychologist, Parent	Gifted plan elements
Jody Stahl	Parent	Elementary planning team
Mollie Crittendon	Parent	Gifted plan elements
Ron Pruitt	Parent	High School planning team
Tammy Mayer	PTA Parent	Gifted plan elements
Teachers & other staff:		
Beth Hartley	Bilingual Specialist	Bilingual Education plan elements
Brenda Fenton	Coordinator, Middle School Gifted	Gifted State Plan Committee member
Brooke Hull	Elementary Highly Gifted Liaison	Gifted State Plan Committee member
Cessilye Williams	Clark Middle School	Middle School planning team
Christine Garbe	Bilingual Specialist	Bilingual Education plan elements
Cindy Anderson	Director, High School Special Education	Special Education planning team
Colleen Stevens	Director, Training & Professional Development	Training & Professional Development elements of plan
Dan Reed	Principal, Birchwood ABC	Elementary planning team
Dana Dugdale	Director, Elementary School Special Education	Special Education planning team
Darla Jones	High school online remediation expert	Middle and High School planning teams
Doreen Brown	Supervisor, Indian Education	Indian Education plan elements
Dr. Marc Robinson	Principal, Fairview Elementary	Elementary planning team
Holly Adkins	Teacher, SAVE High School	High School planning team
Imtiaz Azzam	Bilingual/ESL Counselor	Bilingual Education plan elements
Jan Christensen	Assistant Superintendent, Instruction	Overall plan guidance and review
Jerry Sjolander	Executive Director, Special Education	Special Education planning team
Joan Bohmann	Supervisor, School Psychology	Gifted State Plan assessment review person
Johanna Naylor	Principal, Central Middle School	Middle School planning team
Judy Campbell	Gifted Teacher Expert	Gifted State Plan Committee member
Karen Wallace	Principal, Northern Lights ABC	Elementary planning team
Karin Parker	Principal, Steller Secondary School	High School planning team
LaVon Bridges	Bilingual Specialist	Bilingual Education plan elements
Leslie Vandergaw	Executive Director, Middle School Education	Middle School planning team
Lou Pondolfino	Principal, Service High School	High School planning team
Mardell Kiesel	Coordinator, Language Arts Curriculum	Language Arts plan elements
Marina Gantz	Bilingual Specialist	Bilingual Education plan elements
Maxine Hill	Supervisor, Bilingual Education	Bilingual Education plan elements
MerriKae Vanderploeg	Supervisor, Gifted Education	Gifted Education planning committee
Mike Henry	Executive Director, High School Education	High School planning team
Pam Lloyd	Coordinator, Instructional Technology	Technology application support

Patricia McRae	Executive Director, Elementary Education	Elementary planning team
Pete Adams	Teacher, Continuation School	High School planning team
Rhonda Gardner	Director, Accountability & School Improvement	General organization of plan
Robin Pfannstiel	Principal, Abbott Loop Elementary	Elementary planning team
Sandy Schoff	Coordinator, Math Curriculum	Specific math initiatives within plan
Sharon Story	Principal, Russian Jack Elementary	Elementary planning team
Sherry Ellers	Principal, Hanshew Middle School	Middle School planning team
Susan Haines	High School Gifted Liaison	Gifted State Plan Committee member
Tawana Wilson	Bilingual/ESL Counselor	Bilingual Education plan elements
Additional Members:		
Dr. Herb Bischoff	Private Psychologist	Gifted State Plan assessment reviewer
Native Advisory Committee & participants in the annual Title VII Public Hearings	Advisory committee on Native education issues	Development of Indian Education plan
Mike Baldwin	Chair, Special Education Advisory Committee	Review & discussion of special education portion of the plan.
William Johnson	Minority Education Concerns Action Committee Chairman	Overall plan review
Yolanda Polanco	Bilingual Advisory Committee member	Bilingual plan elements

2. Describe the process used to notify parents of the district status and of their opportunities to be involved in addressing the issues that caused the district to be identified for improvement.

Parents were notified of the district status and their opportunity to be involved in improvement planning in a Daily News ad. This information was included as part of bi-monthly ad the district runs to keep the public informed on a variety of issues. Information was also posted on the district Web site. Additionally, each member of the instructional leadership team who contributed to the plan worked with interested district staff as well as parents in the creation of the plan.

DISTRICT IMPROVEMENT PLAN 2005-2007 – CHANGES TO CURRENT PRACTICE

Complete one for each goal – expand sections as appropriate

District Name: Anchorage School District

GOAL # __1__: (Performance Standard to be addressed)

All student subgroups not meeting the target for AYP in Language Arts will show a 10% decrease in the percent of students not proficient in order to meet safe harbor targets. All performance standards will be addressed as required for individual student and subgroup growth.

PERFORMANCE INDICATOR 1.1 (Baseline) African American – 67% proficient; Alaska Native – 63% proficient (met Safe Harbor last year); Economically Disadvantaged – 63% proficient (met Safe Harbor last year); Students with Disabilities – 41% proficient; LEP students – 58% proficient.

PERFORMANCE TARGET 1.1 (Measurable Change) African American – 71% proficient; Alaska Native – 67% proficient; Economically Disadvantaged – 67% proficient; Students with Disabilities – 47% proficient; LEP students – 63% proficient.

CHANGES WE WILL MAKE TO CURRENT PRACTICE

Scientifically Based support for this strategy/material (reference, or brief description):

Use of scientifically research-based programs and materials in Reading First schools. Movement to core curriculum in Title I schools supported by research, particularly in regards to schools with high mobility. The Six-Traits Writing Method is widely regarded as a successful approach to improving student writing. Technology interventions such as Following the Leaders, Read 180, Fast ForWord, and PLATO have been shown to assist struggling students. CALLA, SIOP, and ELLIS have all proven to be effective methods in working with bilingual students. NW Regional data indicates that the 21st Century Program is an important and successful component in improving student achievement.

INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED	PERSONS RESPONSIBLE	TIMELINE Main Milestones (2 year plan)	ASSESSMENT (Methods and Timeline)	FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 31, 2006)
Reading First Grant at 6 elementary (4 Title I) schools.	Patricia McRae, Reading First Principals	February, 2004 project began - this is a 3 year grant and will end in 2007.	DIBELS and the Developmental Reading Assessment used both pre/post, with DIBELS used more frequently as determined by student need.	All reading first schools showed significant improvements in 3 rd grade reading scores on the state standards based assessments.
All Title I schools and an additional 12 schools will implement a scientifically based core curriculum in Reading/Language Arts. All staff development delivered in this implementation will align to the state and district grade level expectations (GLE's) and will include Special Education, Bilingual, and Indian Education staff.	Patricia McRae, Julie Jessal, Maxine Hill, Doreen Brown, and impacted principals, reading support teachers, and program support staff	September, 2005 through June, 2007	DRA, 1 st through 6 th grades pre and post for students identified as below proficient. State assessment year-to-year comparisons.	DRA scores are not available at this time. On state standards based assessments, 58% of schools using a core curriculum showed increases in reading on 3 rd grade assessments.
In-depth data analysis of a variety of state assessment data and district data will guide instruction for all below and far below proficient students at all elementary schools. Interventions for students who are below and far below proficient will be designed using this information.	Patricia McRae, Danise Podvin, Sharon Brewer (Assessment Department) and school principals	August, 2005 through June, 2007	Standards Based Assessment, DRA	A&E prepared graphs for each elementary school of % Proficient/Not Proficient in each subject of the SBAs by grade. A&E staff attended the principals' training to address data questions. On standards based assessments student achievement increased in 3 rd grade reading and writing, in 4 th grade writing and math, in 5 th grade reading, writing and math and in 6 th grade reading, writing and math.
Summer school will be offered to all elementary students who are below and far below proficient in reading.	Patricia McRae, Eunice Long and Julie Jessal	June and July, 2006 June and July, 2007	Pre/post assessment using the Gates MacGinitie reading assessment. Criterion-reference spelling assessments.	Elementary summer school will be offered to over 1,000 students in 2006. 800 students were served in 2005.

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Fast ForWord implemented in four elementary schools as part of reading remediation efforts.	Patricia McRae, Jody Smith (reading support teacher), Pam Lloyd, and school principals	Fall 2005	Statewide and district assessments Progress Tracker in FFW gives teachers daily snapshot of student progress.	This program was implemented with fair to good results for participating students.
Following the Leaders will be implemented in 14 schools (3 more than last year), and we will work to expand the number of teachers using the tool in these schools and provide additional training on how to integrate the tool with daily instruction.	Rhonda Gardner, Sherry Girard, Julie Jessal, Pam Lloyd and school principals	Ongoing	Frequent FTL assessments throughout the year based on individual student need and progress as well as Statewide Assessments. Reports reviewed at the teacher, school, and district levels.	Successful implementation despite federal funding challenges. We have commitments from Skills Tutor and Homeroom.com that will enable us to use the FTL tools for next school year. Principals report strong support for the tools. End of year data analysis underway.
Scientifically research-based technology programs (Plato) will be used for remediation, credit recovery efforts, and prescriptive interventions in reading at the middle school level.	Leslie Vandergaw, Darla Jones, Pam Lloyd, and school principals	Ongoing	Gates MacGinitie reading inventory given to all middle school students in fall and spring.	Remediation and intervention work with Plato was utilized at all nine middle schools. A total of 729 students accessed Plato over the course of the year. Gates MacGinitie results are not yet available.
Fast ForWord implemented in six middle schools as part of reading remediation efforts.	Leslie Vandergaw, school principals	Ongoing	Statewide Assessments. Progress Tracker in FFW gives teachers daily snapshot of student progress.	Fast ForWord was implemented this year in four schools. Access to computer labs and FTE reductions were challenges in all schools. An analysis of the Standards Based Assessment results is in progress.
Implement Foundation of Reading for middle school students in need of additional reading instruction (piloted last year).	Leslie Vandergaw, Amy Goodman, LA teachers	2005-2007 (ongoing)	Gates MacGinitie pre and post tests as well as Statewide Assessments. Bridges to Literature includes placement and mid-program tests to help the teacher place students appropriately. Quarterly fluency tests used as needed.	Struggling readers were identified by the SBAs and Gates-MacGinitie and placed into semester-long or year-long reading intervention classes. Teachers used REWARDS phonics, Jamestown Reading Fluency, and Bridges to Literature to cover the foundations of an intervention program: phonics, fluency, vocabulary, and comprehension. Results from the Gates-

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<p>Improve students' writing performance by providing middle school teacher training in the Six Traits of Writing model and in the Step Up to Writing Curriculum.</p> <p>Extended school year and extended school day will be used to support students in need of remediation in middle school through after school tutoring and summer school (specialized prescriptive program provided for students using materials supported by research).</p> <p>Prescriptive remediation in language arts for struggling high school students offered during the school day, in after school programs, and in summer school via Plato.</p> <p>Fast ForWord offered in five comprehensive and four alternative high schools (an increased number from last year).</p>	<p>Leslie Vandergaw, Mardell Kiesel, Amy Goodman, LA teachers for Six Traits, all core teachers for Step Up to Writing</p> <p>Leslie Vandergaw and middle school principals</p> <p>Mike Henry and high school principals</p> <p>Mike Henry and impacted school principals</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Statewide Assessments. Student assignments scored using six-traits assessment; results analyzed throughout the year.</p> <p>Statewide Assessments, Gates MacGinitie, writing assessments, attitude inventory.</p> <p>Student performance on State Assessments and Plato assessments.</p> <p>Gates MacGinitie pre and post reading assessments. Progress Tracker in FFW gives teachers a</p>	<p>MacGinitie and the SBAs are not yet available.</p> <p>All middle schools were asked to provide three, 45-minute trainings to staff using a "team time" delivery model. Three training templates were created to standardize the trainings. The trainings included an integration of the Middle School High Five, Step Up to Writing, and six-trait assessment. Schools had a choice to train using site-based language arts teachers or the M Literacy Support Teacher. As a follow-up, classroom sets of the Student Friendly Guide to Writing with Traits was distributed to interested LA and content area teachers districtwide.</p> <p>1,125 students received remedial support through after school tutoring. An additional 459 students received remediation through summer school. Standards Based Assessment analysis in progress.</p> <p>3022 Students served by Plato for credit recovery and HSGQE preparation and remediation—Passing rate for seniors on target for graduation increased from 88.3% to 88.6% from 2004 to 2005</p> <p>486 Students served by Fast ForWord—HSGQE data analysis in progress</p>

Achieve 3000, a web-based literacy tool for differentiating instruction, will be implemented in at least two comprehensive and two alternative high schools.	Mike Henry, Darla Jones, Jan Thompson	January 2006	daily snapshot of student progress. Achieve 3000 formative assessment tools and Statewide Assessments.	588 Students Served—mean gain of 69.4 Lexile points in one semester.
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Identify appropriate resources and seek English credit approval for English Foundations I & II to assist students struggling in language arts.	Mardell Kiesel and high school LA curriculum committee	Sept. 2005-2006	Credit approval and increased student enrollment in reading strategies support classes.	The High School Language Arts Curriculum Committee and Secondary Education approved title changes and enhanced the content for each of the Reading Foundations classes. Now English 9, & 10, Strategic, these courses will address the needs of students who are not ready for academic expectations at grade level.
Implement district-wide writing assessment pilot at one grade level to add additional focus to writing and determine predictive nature of the assessment in relationship to the SBA for possible expansion.	Mardell Kiesel & Pam Lloyd	Sept. 2005-2006	Scores on the 6 traits of effective writing rubric	We continue to seek viable ways to accomplish this goal.
Pilot READ 180 reading intervention program in high school summer school (Literacy Bootcamp).	Mardell Kiesel, Darla Jones, and Pam Lloyd	June 2005 and 2006	Student grades and scores on the SBA and HSGQE	Literacy Boot Camp did successfully pilot READ 180 for high school students. Success was measured by Lexile scores, attendance, attitude, and achievement on fall SBAs and the HSGQE. 105 students—Literacy Bootcamp, 2005, 80 students in West’s Read 180 pilot—data analysis in process
Implement Language Arts and Social Studies integrated curriculum guides to imbue literacy infrastructure throughout the district program.	Mardell Kiesel and Steve Ex	Sept. 2005-June 2007	Statewide assessments and ongoing classroom formative assessments.	Middle school Language Arts and Social Studies teachers met four days this year to integrate curriculum content and align literacy expectations.
Identify current and appropriate resources as needed for social,	Mardell Kiesel, Vickie Blakeney,	Sept. 2005- July 2006	The SEL committee for the	Many resources have already been identified through “Healthy Reading” and a bullying

emotional, and academic “wellness” for all students.	and curriculum committees		inclusion and use of appropriate resources will assess curriculum guides.	‘Connection Collection’ as well as through a bibliography distributed through Jan Davis and Amy Goodman that shows strong resources for teaching SEL skills. The SEL committee itself has not reviewed any specific curriculum guides, however it is a part of the 6-year plan for an alignment between Houghton Mifflin and the SEL standards to take place in 2006-2007.
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Expand the Young Writer’s Retreat to include more students and authors in pursuit of motivating and relevant purposes for written expression. Focus on students performing below proficient levels in language arts.	Mardell Kiesel, Doreen Brown, AK Humanities, AK Sisters in Crime, UAA and Cook Inlet Literacy Council	January 2006 – April 2006	Enrollment will increase and additional community group sponsors will support this popular weekend event.	Enrollment increased from 188 to 237 students at the Young Writer’s Retreat in April. Presenters and event sponsors increased to accommodate the enrollment and the budget. This event is highly successful for students and adults.
Secondary Special Education will continue to implement research-based curriculum in reading/language arts for self-contained special education classes as an extension of the general and remedial curriculum, expanding curriculum for self-contained special education classes to all high school.	Jerry Sjolander and Cindy Anderson	2005-2007	Statewide Assessments; Individual Education Plan assessment of progress on goals and objectives quarterly.	Results of statewide assessment pending. Review of student progress on IEP goals and objectives show an overall growth for students in the Language classes.
In collaboration with regular education, special education teachers will participate in training and implementation of general and remedial reading/language arts curriculum to support special education students in K-12	Jerry Sjolander, Cindy Anderson, and Dana Dugdale	2005-2006	Statewide Assessments; Gates MacGinitie pre/post Individual Education Plan assessment of progress on goals and objectives quarterly.	Special education teachers are providing instruction using the remedial regular education reading curriculum. Results of test pending.
Summer reading clinic using	Jerry Sjolander,	Ongoing	Woodcock Reading Test	A Summer reading clinic using Lindamood Bell reading programs was held for 8 weeks during Summer, 2005. 25 elementary and middle

Lindamood Bell reading program will continue to be provided for special education students.	Cindy Anderson, and Dana Dugdale		Brigance	school students participated. On average, students showed a 9 month gain in overall reading skills.
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Special Education will continue to provide support at the summer school sites to support current and new remedial classes in language arts.	Jerry Sjolander, Cindy Anderson, and Dana Dugdale	Ongoing	Statewide Assessments	Current Fast Forward and Read 180 classes for summer school continue to be supported by special education teachers. Test results pending. Special Education teachers and teacher assistants were hired to work at each of the elementary summer school sites.
Cognitive Academic Language Learning Approach (CALLA)	Maxine Hill, bilingual/multi-cultural specialists, elementary resource teachers; middle, high school	Fall 2005-Spring 2007	Statewide Assessments, English Language Proficiency Test (ELPT) – annual for all students identified LEP.	<p>CALLA continues to be utilized by BMEP teachers and tutors in grades K-12 district-wide. CALLA has been implemented and is also widely used by middle school regular/mainstream teachers.</p> <p>SIOP is firmly inculcated into the teaching methodologies and strategies used by BMEP staff. Training has extended to regular/mainstream teachers and will be delivered throughout the designated period.</p> <p>SIOP October-May eight elementary schools (Ptarmigan, Chinook, Williwaw, Taku, Russian Jack, Wonder Park, Campbell, Abbott Loop), Clark MS, and the Newcomers' Center have been added to the 2 from last year (Creekside, North Star) and have focused in-service training on SIOP during 2005-06. Focus on SIOP has been maintained at the 2004-05 schools.</p> <ul style="list-style-type: none"> • Over one hundred (100) persons at these schools have received intensive training designed to meet the specific needs of their staffs and students. • A one-credit hour graduate level course was offered for content area teachers
Sheltered Instruction Observation Protocol (SIOP)				
English Language Learning Instruction System (ELLIS)				

<p>Scientific research-based technology programs Lightspan Achieve Now CDs and the PLATO-Lightspan network will be used for interventions in reading and language arts, K-12, for Alaska Native/American Indian students.</p> <p>Summer school will be offered to all Alaska Native and American Indian students</p> <p>Extended school day and evening programs will be offered for remediation in reading and language arts, K-12, for Alaska Native/American Indian students.</p>	<p>Doreen Brown, Indian Education staff K-12</p> <p>Doreen Brown</p> <p>Doreen Brown and Indian Education staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Statewide Assessments, Lightspan pre-, mid-year, and post-tests.</p> <p>Grades 1-8, PLATO/Lightspan pre and post assessments.</p> <p>Statewide Assessments</p>	<p>district-wide. Twenty (20) participants completed the course.</p> <ul style="list-style-type: none"> BETA Grant Summer Institute – SIOP II – three week training of trainers institute in which a cadre of trainers (25 teachers) for ASD was gained. <p>Students in 3rd-8th grades below proficient in reading, writing and/or math as identified by the SBA’s were provided supplemental services at schools with Title VII staff. The pre and mid-year assessments were used to guide the supplemental instruction. The post and SBA scores are not available at this time.</p> <p>The Summer Enrichment Program participants showed improvement in reading and math on the PLATO/Lightspan post assessment.</p> <p>The evening program is available to all Native students and families in the ASD. We had over 200 students and their families participate in the evening and/or afterschool programs. This is an increase of 120 students. Statewide assessment data is unavailable at this time.</p>
INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED	PERSONS RESPONSIBLE	TIMELINE Main Milestones (2 year plan)	ASSESSMENT (Methods and Timeline)	FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 31, 2006)
<p>Begin pilot programs at Willow Crest Elementary and Romig Middle School geared toward Alaska Native student success through training in cultural sensitivity and awareness and use of culturally responsive instructional practices.</p>	<p>Carol Comeau, Jan Christensen, Patricia McRae, Leslie Vandergaw, Doreen Brown.</p>	<p>Fall 2006</p>	<p>Statewide Assessment results, ongoing classroom formative assessments, discipline data.</p>	<p>Pilot programs began with the development and utilization of a Cultural Responsiveness Matrix. This matrix will continue to guide staff development and community outreach efforts in 2006-07. Both schools participated in customer service/cultural responsiveness trainings led by district staff. Additional site-based meetings occurred throughout the year. Statewide assessment results are being analyzed this spring.</p>

<p>Increase the number and percentage of students from underrepresented groups identified and served by gifted education.</p>	<p>MerrieKae Vanderploeg</p>	<p>Ongoing</p>	<p>Number and percentage of students from underrepresented groups identified and served by gifted education in a year-to-year comparison.</p>	<p>2005- 129 AK Native (4.3%), 22 Am. Indian (.7%), 251 Asian (8.3%), 107 Black (3.5%), 55 Filipino (1.8%), 98 Hispanic (3.2%)</p> <p>2006-144 AK Native (4.4%) 24 Am.Indian (.7%), 254 Asian (7.7%), 109 Black (3.3%) 53 Filipino (1.6%), 110 Hispanic (3.3%)</p>
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<p align="center">Resources and Supports Professional Development, Parent Involvement, Materials Acquisition</p>	<p align="center">PERSONS RESPONSIBLE</p>	<p align="center">TIMELINE Main Milestones (2 year plan)</p>	<p align="center">FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 31, 2006)</p>
<p>Reading First – Beginning Reading Institutes and Site In-Services</p> <p>Adoption of core curriculum in Title I schools. Review of research-based curriculum, recommendation to school board, adoption and purchase of core curriculum and teacher training in curriculum. Full implementation in 2005-2006.</p> <p>Parent training will occur as a part of elementary summer school so that parents can learn methods of helping their children grow in the area of math.</p> <p>Train 1st and 2nd grade teachers in the use of the Developmental Reading Assessment (DRA) record and “what’s next” form for use in instruction, collaboration with specialists and in working with parents about the needs of students who are identified as not proficient.</p> <p>Secure web-based student and class assessment reports available to teachers and principals via the Assessment Reporting System (ARS). Training provided to principals, counselors, and teachers at all levels in how to interpret and use student assessment data to guide instruction. Access to past year’s student data will allow the same sorting capabilities as current on the ARS. This provides the opportunity for teachers to reflect on their teaching practices/strategies and make adjustments as appropriate.</p> <p>Training for middle school teachers in Reading Foundations Class.</p>	<p>Patricia McRae and Reading First Principals</p> <p>Patricia McRae, Julie Jessal, Mardell Kiesel, Maxine Hill, Doreen Brown</p> <p>Patricia McRae, Julie Jessal, Eunice Long, math curriculum experts</p> <p>Patricia McRae, principals, reading support teachers</p> <p>Laurel Vorachek, Julie Melson, & Sharon Brewer (A & E)</p> <p>Amy Goodman, LA teachers</p>	<p>August, 2005 through August, 2007</p> <p>September, 2005 through June, 2007</p> <p>June and July, 2006 June and July, 2007</p> <p>2005 - 2007</p> <p>Ongoing</p> <p>Ongoing refreshers</p>	<p>Successfully accomplished in 2005-2006.</p> <p>Successfully accomplished in 2005-2006.</p> <p>Successfully accomplished in summer, 2005.</p> <p>“What’s next” protocols were purchased and distributed to all kindergarten and first grade teachers. Teachers were trained in the use of this record.</p> <p>Access to past years’ data was placed into production on the Assessment Reporting System (ARS) on 9-30-05. A&E provided three trainings in September that were targeted specifically toward language arts and math department chairs at the middle and high schools on the Assessment Reporting System, the new Standards Book publication, and the GLEs. Three trainings were provided for elementary staff in October and November where each school was asked to send one representative from math and one from language arts. Twelve trainings were conducted in January-May on the connections between assessment, instruction, and standards. Fourteen trainings were provided specifically on the use of ARS.</p> <p>REWARDS Phonics – Part 1 (Sept. 13 – after school) and Part 2 (Sept. 29 – after school). Best Practices in Reading – Oct. 6th. Jamestown Reading Fluency – Jan. 10th. Results from a teacher survey evaluating the curriculum are not yet available.</p>

<p align="center"><u>Resources and Supports</u> Professional Development, Parent Involvement, Materials Acquisition</p>	<p align="center">PERSONS RESPONSIBLE</p>	<p align="center">TIMELINE Main Milestones (2 year plan)</p>	<p align="center">FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 31, 2006)</p>
<p>Six Traits Writing training provided to all new teachers K-12 – refresher training to experienced. Vicki Spandel training at 2006 ASDTA.</p> <p>Step-Up to Writing training provided to all middle school core teachers.</p> <p>Training in literacy techniques for middle school teachers in all subject areas – supplementary materials we’ve created called “Middle School High Five.”</p> <p><i>Aggressor, Victims, and Bystanders</i> is implemented in middle schools to decrease incidents of bullying and improve school climate to increase achievement.</p>	<p>Mardell Kiesel, Amy Goodman, LA teachers, TPD</p> <p>Amy Goodman</p> <p>Leslie Vandergaw, Amy Goodman, LA Dept. Heads</p> <p>Leslie Vandergaw, Jan Davis, middle school principals</p>	<p>Ongoing, class in summer of 2006</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing refresher training</p>	<p>Six Trait training was provided to elementary and middle schools as requested this year. A Six Trait Writing Institute is planned for June, '06, with Vicki Spandel. 125 teachers have enrolled and will receive four days of comprehensive strategic writing and assessment training.</p> <p>All middle schools were asked to provide three, 45 minute trainings to staff using a “team time” delivery model. Three training templates were created to standardize the trainings. The trainings included an integration of the Middle School High Five, Step-Up to Writing, and six-trait assessment. Schools had a choice to train using site-based language arts teachers or the MS Literacy Support Teacher. Central, Clark, Goldenview, and Hanshew requested their first training from the MS Literacy Support Teacher, and Mirror Lake requested two trainings. As a follow-up, classroom sets of the Student Friendly Guide to Writing with Traits was reproduced through the ASD Print Shop and distributed to interested LA and content area teachers districtwide.</p> <p>See comments above. In addition to team training, the MS Literacy Support Teacher designed a Web site of resources for middle school teachers. The central organizing feature of the Middle Link (http://www.asdk12.org/middlelink) is the MS High Five. Its history, lesson plans, and other downloadable resources were made available. The King Career Center reproduced posters and bookmarks for districtwide distribution. Each school designed their own implementation plan for the MS High Five. New teachers were trained on the MS High Five during a new-to-district training offered before the first contractual day of the school year.</p> <p>All middle schools have designed an implementation plan for the 12 AVB lessons in the seventh grade and have used supplemental lessons in the 6th and 8th grades. Before the start of school, each team at each middle school (85) received an AVB Supplemental Lesson tub</p>

<p>Online prescriptive remediation staff training for ESL, Special Education, and Partners for Success (Native Program) teachers, aides, and counselors</p> <p>Achieve 3000 training for impacted teachers and principals.</p> <p>Working with Student Center Comprehensive Student Assessment Data System, counselors will develop a template for individual learning plans for each student with parent input.</p> <p>Collaborate with Project APPEAL to offer training to teachers for Advanced Placement Language and Composition and higher-level courses grades 7-12. Grant targets Clark Middle School and Bartlett High School, both in Level 3 of AYP.</p>	<p>Mike Henry and Darla Jones</p> <p>Mike Henry, Darla Jones, and Jan Thompson</p> <p>Mike Henry</p> <p>Mardell Kiesel and Kristidel Pandolfo</p>	<p>Ongoing 2005-2007</p> <p>January 2006 and throughout semester</p> <p>Ongoing</p> <p>Sept. 2005-June2006</p>	<p>with 5 different titles and several lessons to be used as a resource. Many items have been added to the tubs over the course of the year and all items have been added to the AVB section of the MiddleLink site. There has been AVB Overview and Refresher training throughout the year. Each middle school sent a team to the all-day training (43 staff members), three middle schools had a ½ day inservice before school started (235 staff members), there were 5 UAA classes offered (40 staff members), and the 2nd Annual AVB Networking Meeting was held (23 members). A positive relationship at each of the middle schools has been developed between the schools and the SEL Support Teacher. Results from the Pre and Post AVB surveys should be available soon for the schools to observe. The ASD has seen a decrease in third quarter suspension rates for Harassment/Bullying in the past three school years: 03-04 = 64, 04-05 = 40 and 05-06 = 27.</p> <p>237 ASD Staff trained for Plato, Blackboard, Read 180, Apex, and Fast ForWord during 2005/2006 school year</p> <p>68 ASD Staff trained for Achieve 3000 during 2005/2006 school year</p> <p>The template for individualized learning plans for all students has been developed and is available to all counselors and administrators via the "Student Center".</p> <p>Twelve Bartlett and Clark Language Arts teachers, under the heading of Project APPEAL, are trained to provide higher-level coursework to all students. Trainings included 20 hours of literacy techniques for ESL students, upwards of 20 hours of vertical teaming meetings, 2 days of peer observations, and 15 hours of Socratic Seminar training. A 15 hour AP Language and Composition Workshop will be offered in the fall.</p>
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<p>All K-12 Language Arts curriculum and related resources are online for parent and teacher use.</p> <p>Revised Language Arts curriculum guides in place for 7th & 8th grade.</p> <p>Continued training for special education teachers in direct instruction reading (Corrective Reading, <i>Language!</i>) will be provided to improve student reading performance.</p> <p>English Language Learning Instruction System (ELLIS)</p>	<p>Mardell Kiesel</p> <p>Mardell Kiesel and mid-level curriculum committees</p> <p>Jerry Sjolander, Cindy Anderson, and Dana Dugdale</p> <p>Bilingual Supervisor, Bilingual/Multi-cultural specialists, resource teachers, Training and Professional Development, & Pam Lloyd</p>	<p>Sept. 2005-2006</p> <p>Sept. 2005-2006</p> <p>Ongoing</p> <p>Ongoing 2005-2007</p>	<p>The Language Arts online site is updated with current resources for teachers and parents. Plans are underway to continue enhancing this resource.</p> <p>Curriculum guides are in the hands of 7th & 8th grade LA teachers. We have surveyed teachers on the use and value of the guides and will use this information to enhance and edit these resources during Curriculum Camp in July.</p> <p>Seven days of trainings in direct instruction reading (Reading Mastery, Corrective Reading) was provided to elementary special education teachers during the 05/06 school year.</p> <p>ELLIS, a computer-assisted English instruction system, provides our students with an opportunity to become better prepared to function in a globally interdependent society and to contribute to their linguistically and culturally diverse communities.</p> <p>ELLIS was successfully utilized at the Newcomers' Center, Taku Elementary, Clark Middle School and Abbott Loop. Due to the huge success and need of ELLIS we upgraded Clark Middle School, Abbott Loop Elementary and Taku Elementary to a site license. This will increase the lab from 10 computers to as many as we need. This will also make it so teachers can access ELLIS from their classrooms. We added two licenses to the Newcomers' Center in classroom #3. This makes a total of 5 computers at the Newcomers' Center. Campbell Elementary was not using ELLIS so after meeting with the teachers and the principal we decided to move ELLIS to Williwaw Elementary. The program was installed the end of April and students began to use it right away. Due to the high needs of the school we have upgraded Williwaw to a site license. This will make it so all classroom teachers can have ELLIS in the classrooms as well as having ELLIS in the language lab.</p>

<p>Aspire (Training for Bilingual paraprofessional staff)</p>	<p>Bilingual Supervisor, Bilingual/Multi-cultural specialists, resource teachers,</p>	<p>Ongoing 2005-2007</p>	<p>ELLIS was also successfully used by parents in at the Clark MS lab in evenings and on Saturdays to facilitate their learning of English.</p> <p>Aspire Curriculum prepares paraprofessionals, bilingual tutors, to use a limited number of flexible strategies that teachers are generally familiar with, and to collaborate with teachers to use these strategies with students to support teacher’s instruction. The focus of the training is paraprofessional support of classroom instruction.</p>
<p>PASSport for Success (Training for parents)</p>	<p>Bilingual Supervisor, Bilingual/ESL teachers, Bilingual/ESL tutors K-12</p>	<p>Ongoing 2005-2007</p>	<p>Our goal was to motivate parents to attend the 8 modules of training so they could help their children succeed in school. The sessions focused on the followings: Session #1. The focus was to help parents form positive attitudes regarding students’ learning and to encourage them to make a difference in their child’s learning. Parents were able to develop an understanding of the role of attitude in becoming a learning facilitator. Session #2. The focus was to help parents learn how to convert part of their home into a study environment. Session#3. The focus was to help parents learn ways to help their children learn how to concentrate in class, listen to the teacher, and manage time in class. Session #4. The focus was to help parents understand how learning expeditors can be used to promote learning. Helping parents learn ways on how to help their child get the most out of homework. Showing them ways on how their children can teach fro teachers, textbooks, other students and other computers. Session #5. Help parents develop an understanding of note taking in the classroom and organizing information. Parents will be able to guide their child in learning several techniques for recording and organizing information. Session #6. Parents became familiar with strategies for helping their child prepare for tests. Session #7. Parents became familiar with thinking/memory enhancement skills and problem solving</p>

<p>Cognitive Academic Language Learning Approach (CALLA)</p>	<p>Bilingual Supervisor, Bilingual/Multi-cultural specialists, resource teachers, Training and Professional Development</p>	<p>Ongoing 2005-2007</p>	<p>skills. Session #8. Parents became familiar with teaching reading skills. Able to learn techniques for improving their child reading skills. Results: Parents attended all sessions. Parents appreciated the sessions because it helped them learn how to be a part of their kids' education. Now, they feel more confident to be involved in schools. They believe they have the skills on how to help their kids succeed and build a better relationship with teachers. They requested more sessions and learning skills for the future.</p> <p>CALLA continues to be utilized by BMEP teachers and tutors in grades K-12 district-wide. CALLA has been implemented and is also widely used by middle school regular/mainstream teachers.</p>
<p><u>Resources and Supports</u> Professional Development, Parent Involvement, Materials Acquisition</p>	<p>PERSONS RESPONSIBLE</p>	<p>TIMELINE Main Milestones (2 year plan)</p>	<p>FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 31, 2006)</p>
<p>Sheltered Instruction Observation Protocol (SIOP)</p> <p>Indian Education staff will participate in training for reading and language arts curriculum to support Alaska Native/American Indian students in pre-K-12 programs.</p>	<p>Bilingual Supervisor, Bilingual/Multi-cultural specialists, resource teachers, Training and Professional Development</p> <p>Doreen Brown, Language Arts Department</p>	<p>Ongoing 2005-2007</p> <p>Ongoing</p>	<p>SIOP is firmly inculcated into the teaching methodologies and strategies used by BMEP staff. Training has extended to regular/mainstream teachers and will be delivered throughout the designated period.</p> <p>Staff participated in four trainings for reading and language arts curriculum. In addition, all staff at school that have or will be adopting Houghton-Mifflin participated in a 1/2 day training provided by the Reading Experts.</p>

<p>Training provided to Indian Education staff in how to interpret and use student assessment data. At Native Advisory Committee meetings, information about NCLB, SBAs, strategies and resources for parents to enhance learning will be incorporated.</p>	<p>Doreen Brown, Curriculum Department, Assessment Department</p>	<p>Ongoing</p>	<p>Three day of Title VII training occurred on interpretation and using student assessment data. Staff also participated in site based trainings. The Assessment Department provided the Native Advisory Committee with information and training on student assessment data. The Assessment Department, Curriculum Director, and the Accountability Director participated in the Title VII's Public Forum. This Forum engages parent, staff, students and community members in developing strategies and a plan for the 2006-2007 school year based on student assessment data and resources.</p>
<p>Quarterly seminar for parents of Alaska Native/American Indian students will provide information about a variety of teaching materials, including PLATO/Lightspan and how to access and enhance learning at home.</p>	<p>Doreen Brown and Indian Education staff</p>	<p>Ongoing</p>	<p>Three evening programs were held for six weeks, two times a week, each for all students and families to participate in academic and cultural enhancement. We also provided additional resource to families. Eleven staff held informational seminars at individual school sites for families to gather more information to enhance learning at home.</p>
<p>Continue to work on vertical alignment of curriculum content, GLEs, and core materials.</p>	<p>Mardell Kiesel, Brenda Fenton, and curriculum committees</p>	<p>2005-2006</p>	<p>Curriculum committees and the LA Gifted Ed Committee have worked to identify appropriate and challenging resources that are aligned vertically by grade levels.</p>

District Name: Anchorage School District

GOAL # 2__: (Performance Standard to be addressed)
 All student subgroups not meeting the target for AYP in Math will show a 10% decrease in the percent of students not proficient in order to meet safe harbor targets. All performance standards will be addressed as required for individual student and subgroup growth.

PERFORMANCE INDICATOR 1.1 (Baseline) African American – 50% proficient; Economically Disadvantaged – 55% proficient; Students with Disabilities – 34% proficient; LEP students – 53%

PERFORMANCE TARGET 1.1 (Measurable Change) African American – 55% proficient; Economically Disadvantaged – 60% proficient; Students with Disabilities – 41 % proficient; LEP students – 58% proficient

CHANGES WE WILL MAKE TO CURRENT PRACTICE

Scientifically Based support for this strategy/material (reference, or brief description):
 Technology interventions such as Following the Leaders, Larson’s Math, and PLATO have been shown to assist struggling students. CALLA, SIOP, and ELLIS have all proven to be effective methods in working with bilingual students. NW Regional data indicates that the 21st Century Program is an important and successful component in improving student achievement. Assessment & Evaluation will be working collaboratively with the instructional division to evaluate our K-12 math program to identify instructional strategies that are having a positive impact on math performance in our schools. The recommendations coming out of the math evaluation will be used to determine whether changes are needed in current practice.

INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED	PERSONS RESPONSIBLE	TIMELINE Main Milestones (2 year plan)	ASSESSMENT (Methods and Timeline)	FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 31, 2006)
<p>Continue elementary summer school offered to all below and far below proficient students in the area of mathematics.</p> <p>In-depth data analysis of a variety of state assessment data and district data will guide instruction for all below and far below proficient students at all elementary schools.</p>	<p>Patricia McRae, Eunice Long, and Julie Jessal</p> <p>Patricia McRae, A & E, school principals</p>	<p>Summer 2006 Summer 2007</p> <p>Ongoing</p>	<p>Math pre/post assessment for all participating students.</p> <p>Statewide Assessments, DRA, Building-based assessments.</p>	<p>Elementary summer school will be offered to over 1,000 students in 2006. 800 students were served in 2005.</p> <p>A&E prepared graphs for each elementary school of % Proficient/Not Proficient in each subject of the SBAs by grade. A&E staff attended the principal’s training to address data questions.</p>

<p>Interventions for students who are below and far below proficient will be designed using this information.</p> <p>K-6 pacing guides for all math programs will be implemented.</p> <p>Larson's Math will be used as an intervention in 26 elementary schools. Implement Larson's Math in middle schools. In addition, use Larson's for middle school summer school remediation and enrichment.</p> <p>Continued support for Middle School Math Conference – target middle school girls to increase interest and awareness of math and careers that use math.</p> <p>Continued support for Math Derby preparatory clubs and other math clubs and competitions to increase student interest and skills in math.</p>	<p>Enid Hunter and Sandy Schoff</p> <p>Julie Jessal, Leslie Vandergaw, school principals, Sandy Schoff, and Pam Lloyd</p> <p>Sandy Schoff and middle school math teachers.</p> <p>Sandy Schoff and math teachers</p>	<p>In place and revised yearly to reflect current calendar</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Overall Statewide Assessment year-to-year comparison of student achievement of all groups.</p> <p>Statewide Assessment year-to-year comparison of student achievement of all groups. Larson's Math pre/post assessments on each concept throughout the year.</p> <p>Increased number of girls involved in the conference.</p> <p>Increased number of students involved in math clubs and math activities outside class.</p>	<p>The pacing guides are in place and revised each year to reflect the actual school calendar. The SBA scores were higher in 2005 than in 2004 in 3rd and 6th grade – the only grades that had two consecutive years of SBA data.</p> <p>Larson Math SBA modules for 3rd thru 6th grade were developed and implemented in all Title I elementary schools. 18 of the schools made AYP in 2005. Larson was used in middle school summer school for remediation and enrichment and at six schools during the year for remediation.</p> <p>The 13th annual Middle School Girls Math Conference was held 2/25/2006. 125 girls participated in the conference, about the same number as last year, but a much greater number of girls from the Title I middle school participated in the conference.</p> <p>54 elementary schools held math derby prep clubs, and 52 schools participated in the derby this year, the largest number ever, and an increase of 15 schools from last year. Six middle schools had clubs and competitions with 345 students participating.</p>
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INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED	PERSONS RESPONSIBLE	TIMELINE Main Milestones (2 year plan)	ASSESSMENT (Methods and Timeline)	FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 31, 2006)
Identify students for pre-algebra in 6th and 7th grade to increase percentage of 7th and 8th graders in Algebra.	Leslie Vandergaw, Sandy Schoff, middle school principals.	Ongoing	Increased percentage of students who successfully complete Algebra by the end of 8th grade.	The plan to standardize the ASD 6 th grade testing procedure was not implemented. The project was changed to focus on using the Orleans Hanna Algebra Prognosis Test to improve student placement into Algebra. The ASD 6 th grade mathematics test was aligned with Grade Level Expectations and found not to meet current needs. It may be rewritten next year.
Increase FTE by .2 at each middle school for a “zero hour” pre-algebra class	Leslie Vandergaw	2005-06 school year	Increased percentage of students who successfully complete pre-Algebra in 7th or 8th grade.	Five middle schools offered pre-algebra classes for 6 th grade students this year. This is an increase of three schools. 139 students completed the course. Also, Mirror Lake had 50 6 th graders complete pre-algebra.
Following the Leaders will be implemented in 13 schools (3 more than last year), and we will work to expand the number of teachers using the tool in these schools.	Rhonda Gardner, Sherry Girard, Pam Lloyd, and school principals	Ongoing	Frequent FTL assessments throughout the year based on individual student need and progress as well as Statewide Assessments. Reports reviewed at the teacher, school, and district levels.	Successful implementation despite federal funding challenges. We have commitments from Skills Tutor and Homerom.com that will enable us to use the FTL tools for next school year. Principals report strong support for the tools. End of year data analysis underway.
Plato, a scientifically research-based technology program, will be used in middle schools for remediation, credit recovery, and prescriptive interventions in math.	Leslie Vandergaw, Darla Jones, Pam Lloyd, and middle school principals.	Ongoing	Course completion numbers, Plato mastery assessments throughout program, Statewide Assessments.	Plato was used regularly in one middle school for remediation and had limited use in five other schools.
Extended school year (summer school prescriptive program) and extended school day will be used to support middle school students in need of remediation in math.	Leslie Vandergaw, middle school principals,	Ongoing	Statewide Assessments, STAR math, attitude inventory.	Six middle schools held after school remediation and tutoring with approximately 400 students participating.

Middle school summer school math enrichment offered.	MS summer school teachers and principals	Ongoing	Orleans-Hanna Algebra Readiness test given at the end of summer school or prior to entering algebra course.	Enrichment courses in pre-algebra and algebra were offered in summer school. The Orleans-Hanna Algebra readiness test was given to assist in determining fall placement.
INSTRUCTIONAL STRATEGIES OR MATERIALS TO BE IMPLEMENTED	PERSONS RESPONSIBLE	TIMELINE Main Milestones (2 year plan)	ASSESSMENT (Methods and Timeline)	FINAL OUTCOME/REVISION (To be completed and submitted to the department by May 31, 2006)
Prescriptive remediation in math for struggling high school students offered during the school day, in after school programs, and in summer school via Plato.	Mike Henry and high school principals	Ongoing	Student performance on Statewide Assessments and Plato assessments.	3022 Students served by Plato for credit recovery and HSGQE preparation and remediation—Passing rate for seniors on target for graduation increased from 88.3% to 88.6% from 2004 to 2005
Secondary Special Education will implement research-based curriculum (decision on program to be made in January 2006) in math for self-contained special education classes as an extension of the general and remedial curriculum.	Jerry Sjolander and Cindy Anderson	Ongoing	Statewide Assessments. Progress on IEP goals and objectives quarterly.	At this time, the purchase of remedial special education math curriculum has been put on hold while a review of the district math curriculum takes place. As soon as the approval is given and funding is available, we will continue this process
Increase the number and percentage of students from underrepresented groups identified and served by special education.	MerriKae VanderPloeg	Ongoing	The number and percentage of students from underrepresented groups identified and served by gifted education in a year-to-year comparison.	2005- 129 AK Native (4.3%), 22 Am. Indian (.7%), 251 Asian (8.3%), 107 Black (3.5%), 55 Filipino (1.8%), 98 Hispanic (3.2%) 2006-144 AK Native (4.4%) 24 Am.Indian (.7%), 254 Asian (7.7%), 109 Black (3.3%) 53 Filipino (1.6%), 110 Hispanic (3.3%)
Begin pilot programs at Willow Crest Elementary and Romig Middle School geared toward Alaska Native student success through training in cultural sensitivity and awareness and use of culturally responsive instructional practices.	Carol Comeau, Jan Christensen, Patricia McRae, Leslie Vandergaw, Doreen Brown.	Fall 2006	Statewide Assessment results, ongoing classroom formative assessments, discipline data.	Pilot programs began with the development and utilization of a Cultural Responsiveness Matrix. This matrix will continue to guide staff development and community outreach efforts in 2006-07. Both schools participated in customer service/cultural responsiveness trainings led by district staff. Additional site-based meetings occurred throughout the year. Statewide

				assessment results are being analyzed this spring.
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Resources and Supports Professional Development, Parent Involvement, Materials Acquisition	PERSONS RESPONSIBLE	TIMELINE Main Milestones (2 year plan)	FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 31, 2006)
<p>Text “Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities” used in professional development for elementary teachers and other elementary instructional staff.</p> <p>Sheltered instruction training will occur for all elementary teachers.</p> <p>Professional development (1 day of in-service) for all K, 1st, 2nd, 3rd, 6th grade teachers and all K through 6th grade teachers who are new to the school district or new to their grade level.</p> <p>Books that link math to literature will be purchased for all elementary schools, and district and Title I math experts will provide technical assistance. Book studies are to increase math comfort & conversations.</p> <p>Larson Math, computer assisted instruction that aligns with the math curriculum, will be used in all Title I schools and some non-Title I schools. Teachers will be trained in the use of this resource.</p> <p>All kindergarten, first, and second grade teachers trained in content and pedagogy of adopted math curriculum.(Fourth and fifth grade teachers were trained in 2003-2004. Third and sixth grade teachers trained in 2004-05)</p>	<p>Patricia McRae</p> <p>Patricia McRae, math and science curriculum experts, bilingual experts</p> <p>Enid Hunter and Sandy Schoff.</p> <p>Enid Hunter and Sandy Schoff.</p> <p>Julie Jessal, Sandy Schoff, and Pam Lloyd</p> <p>Enid Hunter and Sandy Schoff</p>	<p>December, 2005 through June, 2007</p> <p>September, 2005 through June, 2007</p> <p>September, 2004 through June, 2006</p> <p>2004-2006</p> <p>September 2004 through June 2007</p> <p>2005-06</p>	<p>Training occurred in December, January, February and March, 2006. 500+ teachers and supported staff were trained in the use of sheltered instructional strategies.</p> <p>Training occurred throughout the 2005-2006 school year.</p> <p>Seven days of training for new-to-district teachers; total of 73 teachers.</p> <p>Eight books for each grade level @ K, 1 and 2, for every elementary school, for a total of 24 new math literature books to each of 60 elementary schools.</p> <p>SBA support modules were developed for each grade 3-6, and installed on the server to minimize the training impact on teachers, and classes were preloaded into the computers for the teachers. Teachers only need to schedule computer time for their students</p> <p>180 Kindergarten teachers received training over eight days. 188 First grade teachers received training over eight days. 168 Second grade teachers received training over eight days. 93 Sp Ed elementary teachers received training over seven days.</p>

<u>Resources and Supports</u> Professional Development, Parent Involvement, Materials Acquisition	PERSONS RESPONSIBLE	TIMELINE Main Milestones (2 year plan)	FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 31, 2006)
K-6 ESL tutors receive process pedagogy training.	Sandy Schoff	Ongoing	122 Elem ESL, Indian Ed and CIT-H tutors received training over five days.
GLEs matched to ASD math program to link instruction and assessment. Grades 3-6 done last year. Grades 7-8 will be completed this year.	Sandy Schoff and math teachers.	2004-2006	In progress.
Plato curriculum aligned to ASD high school courses last year. Continue alignment to GLEs.	Sandy Schoff and math teachers.	2004-2006	In progress.
AP Calculus and AP Stats backwards design to identify and encourage students -- as early as 5 th and 6 th grade --for future advanced math studies. Particularly work with Indian Ed. to identify students and provide tutor support.	Sandy Schoff and Doreen Brown	Ongoing	The AP grant provided opportunity to work on the backward design and outreach to Title I middle school and the feeder high school. No work was done with 5 th grade students.
Journeys in Math – Math Science Partnership Grant w/ UAA. 47 teachers K-8 working toward math endorsement. Summer classes and ongoing support, lesson studies, and book studies throughout the school year. 2 courses in 2003-04; 2 courses in 2004-05; 3 courses in 2005-06.	Sandy Schoff in collaboration with UAA	2003-2006	In progress. 40 Anchorage elementary and middle school teachers are participating in this program. Several ASD teachers are part of the instructional team.
Transitions training for middle school math teachers, SPED collaborators, Indian Ed and ESL school staff to meet the math needs of incoming elementary students.	Leslie Vandergaw, Ruth Mount, and Sandy Schoff	Ongoing	124 teachers, tutors and collaborators received the first training over five days. 109 teachers tutors and collaborators received the first training over five days.
Training for middle school teachers, SPED collaborators, Indian Ed., and ESL school staff in teaching algebraic concepts.	Leslie Vandergaw, Ruth Mount, and Sandy Schoff	Ongoing	See above for participants. The content of the trainings, determined by SBA data, was teaching measurement, geometry, numeration, and computation.

<p align="center"><u>Resources and Supports</u> Professional Development, Parent Involvement, Materials Acquisition</p>	<p align="center">PERSONS RESPONSIBLE</p>	<p align="center">TIMELINE Main Milestones (2 year plan)</p>	<p align="center">FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 31, 2006)</p>
<p>Secure web-based student and class assessment reports available to teachers and principals via the Assessment Reporting System (ARS). Training provided to principals, counselors, and teachers at all levels in how to interpret and use student assessment data to guide instruction. Access to past year's student data will allow the same sorting capabilities as current on the ARS. This provides the opportunity for teachers to reflect on their teaching practices/strategies and make adjustments as appropriate.</p>	<p>Laurel Vorachek, Julia Melson, & Sharon Brewer (Assessment & Evaluation)</p>	<p>Ongoing</p>	<p>Access to past years' data was placed into production on the Assessment Reporting System (ARS) on 9-30-05. A&E provided three trainings in September that were targeted specifically toward language arts and math department chairs at the middle and high schools on the Assessment Reporting System, the new Standards Book publication, and the GLEs. Three trainings were provided for elementary staff in October and November where each school was asked to send one representative from math and one from language arts. Twelve trainings were conducted in January-May on the connections between assessment, instruction, and standards. Fourteen trainings were provided specifically on the use of ARS.</p>
<p>Training in literacy techniques for middle school teachers in all subject areas. Text: <i>The Middle School High Five</i></p>	<p>Leslie Vandergaw, Amy Goodman, LA Dept. Heads</p>	<p>Ongoing</p>	<p>Training completed as discussed above.</p>
<p>Training for all core middle school teachers in Step Up to Writing Program.</p>	<p>Leslie Vandergaw, Amy Goodman,</p>	<p>Ongoing</p>	<p>Training completed as discussed above.</p>
<p><i>Aggressors, Victims, and Bystanders</i> is implemented in middle schools to decrease incidents of bullying and improve school climate to increase achievement.</p>	<p>Leslie Vandergaw, Jan Davis, middle school principals.</p>	<p>Ongoing</p>	<p>All middle schools have designed an implementation plan for the 12 AVB lessons in the seventh grade and have used supplemental lessons in the 6th and 8th grades. Before the start of school, each team at each middle school (85) received an AVB Supplemental Lesson tub with 5 different titles and several lessons to be used as a resource. Many items have been added to the tubs over the course of the year and all items have been added to the AVB section of the MiddleLink site. There has been AVB Overview and Refresher training throughout the year. Each middle school sent a team to the all-day training (43 staff members), three middle schools had a ½ day inservice before school started (235 staff members), there were 5 UAA classes offered (40 staff members), and the 2nd Annual AVB Networking Meeting was held (23</p>

<p>Working with student Center Comprehensive Student Assessment Data System, counselors will develop a template for individual learning plans for each student with parent input.</p> <p>In collaboration with regular education, special education will participate in training and implementation of general and remedial math curriculum to support special education students in K-12 programs,</p>	<p>Mike Henry</p> <p>Jerry Sjolander, Cindy Anderson, and Dana Dugdale</p>	<p>Ongoing</p> <p>Ongoing.</p>	<p>members). A positive relationship at each of the middle schools has been developed between the schools and the SEL Support Teacher. Results from the Pre and Post AVB surveys should be available soon for the schools to observe. The ASD has seen a decrease in third quarter suspension rates for Harassment/Bullying in the past three school years: 03-04 = 64, 04-05 = 40 and 05-06 = 27.</p> <p>The template for individualized learning plans for all students has been developed and is available to all counselors and administrators via the "Student Center".</p> <p>Training occurred as planned.</p>
<p><u>Resources and Supports</u> Professional Development, Parent Involvement, Materials Acquisition</p>	<p>PERSONS RESPONSIBLE</p>	<p>TIMELINE Main Milestones (2 year plan)</p>	<p>FINAL OUTCOME/REVISION (To be completed at the end of the year and submitted to the department by May 31, 2006)</p>
<p>Identified special education teachers will be provided extensive training on the direct instruction math program selected to support students in self-contained special education math classes.</p> <p>Training in Corrective Math for elementary special education teachers.</p>	<p>Jerry Sjolander, Cindy Anderson, and Dana Dugdale</p> <p>Dana Dugdale, Lori Rucksdashel</p>	<p>Starting fall 2006 and ongoing as needed</p> <p>2005-2007</p>	<p>At this time, the purchase of math curriculum and training for teachers has been put on hold while a review of the district math curriculum takes place. As soon as approval is given and funding is available, we will continue this process.</p> <p>During the 05/06 school year, three days of training in Corrective Math was provided for elementary special education teachers: 12/3/05; 12/13/05; 2/2/06</p>

School Year 2005-06 District Improvement Assurances Packet

By my signature below, I agree that the following requirements for Title I districts in Level 2 or above of District Improvement as designated and outlined in NCLB Section 1116(c)(6) and (7) and Alaska Regulations 4 AAC 06.835-880, have been met.

Parent Notification

1116(c)(6):

The State educational agency shall promptly provide to the parents (in a format and, to the extent practicable, in a language the parents can understand) of each student enrolled in a school served by a local educational agency identified for improvement, the results of the review under paragraph (1) and, if the agency is identified for improvement, the reasons for that identification and how parents can participate in upgrading the quality of the local educational agency.

4 AAC 06.880:

- (b) The department, district, or school shall ensure that, regardless of the method or media used, it provides the information required by this section to parents
 - (1) in an understandable and uniform format, including alternative formats upon request; and
 - (2) to the extent practicable, in a language that parents can understand.
- (c) The department, district, or school shall provide information to parents through
 - (1) regular mail, electronic mail, or another direct means; however, if the department does not have access to individual student addresses, the department may provide information to the district or school for distribution to parents; and
 - (2) indirect means of dissemination, including the Internet, publications, broadcasting, and notices from public agencies serving students and their families.
- (d) Communications must respect the privacy of students and their families.

District Improvement Plan Requirements

4 AAC 06.850(b); 1116 (c)(7)

- a) A district required to submit a district improvement plan under 4 AAC [06.840\(h\)](#) shall submit the plan to the department for approval not later than 90 days after designation under 4 AAC [06.835\(b\)](#)
- b) In developing a district improvement plan, a district shall
 - (1) cover a two-year period;
 - (2) consult with parents, school staff, and other interested persons;
 - (3) incorporate scientifically based research strategies that strengthen the core academic program in the schools served by the district;
 - (4) identify actions that have the greatest likelihood of improving the achievement of students in meeting the academic performance requirements in 4 AAC [06.810](#);
 - (5) address professional development needs of the instructional staff;
 - (6) include specific measurable achievement goals and targets for all students collectively and each subgroup of students;

- (7) address the fundamental teaching and learning needs in the schools of the district, and the specific academic problems of low-achieving students, including a determination of why any of the district's prior plans failed to bring about increased student academic performance;
- (8) incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;
- (9) specify the responsibilities of the department under the plan, including specifying the technical assistance to be provided by the department; and
- (10) include strategies to promote effective parental involvement in the school.

District Improvement Plan Professional Development

1116(c)(7)(A)(iii)

The district improvement plan will:
 address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b)(3)(A)(iii)), but excluding funds reserved for professional development under section 1119

District:	
Signature:	Printed Name:
Title:	Date: