

ANCHORAGE SCHOOL DISTRICT  
ANCHORAGE, ALASKA

ASD MEMORANDUM #132 (2006-2007)

December 4, 2006

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: DISTRICT IMPROVEMENT PLAN FOR THE  
2006-2007 SCHOOL YEAR

*ASD Goal: Increase student academic achievement using data to guide adoption of curriculum, methods, materials, and professional development specifically designed to ensure that each group as designated by No Child Left Behind makes adequate yearly progress.*

PERTINENT FACTS:

The Department of Education and Early Development issues its annual designations of districts in terms of Adequate Yearly Progress (AYP) each fall. As the Anchorage School District (ASD) is in Level 4, or Corrective Action Status, the No Child Left Behind Act and Alaska state regulations require the District to submit an improvement plan to the Department of Education and Early Development (Attachment A). The plan's goals should address the specific areas wherein the District did not make AYP or Safe Harbor targets. For ASD, those three categories in language arts are African American, Alaska Native & American Indian, and Students with Disabilities. In math, the three categories are African-American, Students with Disabilities, and Limited English Proficient. Instructional strategies, activities, materials, and trainings in the plan should reflect changes to current practice as well as continuing efforts the District has deemed effective.

The District's Instructional Team crafted the plan with the additional involvement of parents and program advisory group members. The District's Six-Year Instructional Plan firmly guided the development of the District Improvement Plan.

The Anchorage School District continues to focus its efforts on educating all students for success in life. This improvement plan, and the Six-Year Instructional Plan from which it is drawn, will serve well in that mission.

CC/RG/VC

Attachment A 2006-2007 District Improvement Plan

Attachment B Sample School Report Card

Attachment C Scientifically Based Research

Prepared by: Vernon Campbell, Director, Accountability

Approved by: Rhonda Gardner, Assistant Superintendent, Instruction



*Department of Education & Early Development*

***2006-2007 District Improvement Plan***  
***ANCHORAGE SCHOOL DISTRICT***

**Due to EED – November 1, 2006**

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# Overview of 2006-2007 District Improvement Plan Process

Each district receiving Title I funds that is identified at Level 2 or above is required by NCLB and Alaska statute and regulations to **create or revise a district improvement plan that meets federal and state requirements.**

## District Improvement Plans are due to EED by November 1, 2006.

**EED will review the district improvement plans to determine that federal and state requirements are met.** If the plans do not meet the requirements, the department will contact the district within 3 working days of receipt of the plan to specify any revisions needed to meet requirements.

### Consequences for districts

**District Improvement plans that meet all federal and state requirements must be received by EED by November 1, 2006 or federal and state payments will be withheld until receipt.**

If the implementation of a district improvement plan does not result in making adequate yearly progress, the department will be required to take progressive consequences. Per 4 AAC 06.840(h), the department **may** take appropriate action while a district is at Level 2 or 3. The department **will be required** to take one of the corrective actions specified in 4 AAC 06.840(k) once a district has reached **Level 4.**

### Required elements of District Improvement Plans

4 AAC 06.850(b) 06.880; 1116 (c)(6 & 7)

<i>Plan Requirement</i>	<i>EED Review Criteria</i>
1. <b>notify all district parents</b> by direct means (regular mail, email, school newsletters) as well as indirect means (internet, publications) of the reasons for the identification for improvement and how parents can participate in upgrading the quality of the local educational agency;	Description of notification process provided.
2. <b>consult</b> with parents, school staff, and other interested persons;	Provide list of names of participants showing representation from each group.
3. <b>address the teaching and learning needs in the schools of the district</b> , and the specific academic problems of low-achieving students, including a determination of <b>why any of the district's prior plans failed</b> to bring about increased student academic performance;	Describe why district's prior plans have not succeeded in improving student achievement.
4. cover a <b>two-year period (submitted one year at a time)</b> ;	Include timeline and dates for current school year.
5. incorporate <b>scientifically based research strategies</b> that strengthen the core academic program in the schools served by the district;	Briefly describe scientifically based research for each instructional strategy or curriculum proposed.

6. identify actions that have the <b>greatest likelihood of improving the achievement of students</b> in meeting the academic performance requirements in 4 AAC 06.810;	Strategies proposed target reasons for not making AYP.
7. address <b>professional development needs</b> of the instructional staff;	Professional development description provided in plan.
8. <b>spend 10% of district Title IA allocation each year</b> for professional development;	Signature required on cover/assurance page.
9. include specific <b>measurable achievement objectives and targets</b> for all students collectively and each subgroup of students;	Measurable objective(s) and target(s) provided.
10. incorporate, <b>as appropriate, activities before school, after school, during the summer,</b> and during an extension of the school year;	Extended learning opportunities described if included in plan.
11. specify any <b>technical assistance</b> to be provided to the district; and	Describe technical assistance, if any, to be provided to the district.
12. include strategies to promote <b>effective parental involvement</b> in the school.	Parent involvement strategies provided in plan.

### District Improvement Process

The department recommends a four-step district improvement planning process: 1) Analyze data and determine goals, 2) Make changes in current practice in instructional strategies and/or curriculum supported by professional development, 3) Measure the change in student progress through regular and frequent assessments of student progress, and 4) evaluate the results the plan and make appropriate revisions. The process and plan presented are not intended to replace other more comprehensive school reform or improvement efforts, but rather to complement those processes and focus on the specific areas that are causing the school to miss adequate yearly progress targets.

The following companion documents are available on the Department of Education website under Forms & Grants, School/District Improvement (<http://www.eed.state.ak.us/forms/home>).

- The 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.



# District Improvement Plan School Years 2006-2007 Cover Sheet

District AYP Level (check one):      2     3     4     Year: 06-07

<b>District Name:</b>	Anchorage School District
<b>Superintendent's Name:</b>	Carol Comeau
<b>District Mailing Address:</b>	4600 DeBarr Road
<b>City:</b>	Anchorage
<b>AK – Zip:</b>	AK 99508
<b>Phone (907)</b>	742-4312
<b>Fax (907)</b>	742-4318
<b>Superintendent's Email:</b>	Comeau_Carol@asdk12.org

<b>District Improvement Contact:</b>	Rhonda Gardner
<b>Phone (907)</b>	742-4412
<b>Fax (907)</b>	742-4318
<b>District Contact Email:</b>	Gardner_Rhonda@asdk12.org

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*By my signature below, I assure that the requirements for districts at Level 2 or above as designated and outlined in NCLB Section 1116 and Alaska Regulations 4 AAC 06.835-880, have been met. The district will spend 10% of its Title I-A allocation each year for professional development to address the academic problems causing the district to be identified for improvement.*

<b>Superintendent's Signature:</b>	
<b>Date:</b>	

1. Check each cell in the following table to identify the areas in which the district did NOT meet AYP:

	All Students	Ethnic Group	SWD	LEP	Low-Income
Language Arts		X	X		
Math		X	X	X	
Participation					
Grad Rate					

2. Describe why the district’s prior plans have not succeeded in improving student achievement.

In every case the district’s plans **have** succeeded in improving targeted subgroup achievement; however, the rate and span of improvement has not been sufficient to make district-wide AYP.

The 05-06 ASD improvement plan targeted the following subgroups and subsequently attained the following increases in **Language Arts**:

- African Americans: 67% to 67.5%
- Alaska Native: 63% to 67.2%
- Low Income: 63% to 66.6%
- Disabled: 41% to 42.6%
- LEP: 58% to 63.7%

The 05-06 ASD improvement plan targeted the following subgroups and subsequently attained the following increases in **Math**:

- African Americans: 50% to 55.1%
- Low Income: 55% to 56.4%
- Disabled: 34% to 55.7%
- LEP: 53% to 55.8%

The 05-06 ASD improvement plan cited three subgroups that did not meet the AMO in **Language Arts**.

- For 06-07, that number has dropped to two subgroups.
- As seen above, in every targeted subgroup, the % proficient has increased.

The 05-06 ASD improvement plan cited four subgroups that did not meet the AMO in **Math**.

- For 06-07, that number has dropped to three subgroups.
- As seen above, in every targeted subgroup, the % proficient has increased.

3. Describe the process used to notify all 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.

Through school report card mailings (sample attached), parents receive direct notification of the district's AYP status, the reasons for identification, and invitation to participate in the improvement plan's development. Additionally, parents were notified of the district's AYP status and of their opportunity to be involved in the improvement planning process by way of an ad in the *Anchorage Daily News*. This information was also included as part of bi-monthly ads the district runs in the *Daily News* to keep the public informed on a variety of district issues. Information encouraging parent and community involvement is also posted on the district Website at [www.asdk12.org](http://www.asdk12.org). Additionally, through invitation, members of the ASD instructional leadership team who contributed to the improvement plan worked with parents, community members, and district staff in developing each portion of the plan. Please see page 7 and the plan itself for more details about parent, community, and staff involvement.

**4. Describe any technical assistance, if any, to be provided to the district in developing or implementing the plan. (Please contact the department if technical assistance is needed.)**

The department's September 26 audio conference and responses to phone calls are appreciated and were helpful in every case. Each of these supports provided sufficient technical assistance for plan development.

The department's continued efforts to secure increased funding for education is appreciated. Acquisition of needed educational materials, training, and technology are helpful in the implementation of our improvement plan.

## 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. 4<sup>th</sup> Grade teacher, PTA parent, etc.)</i>	<i>Roles/Responsibilities tied to District Improvement Plan</i>
<b>Parents:</b>		
Janet Witt	<i>Title I CPAC Board member (parent)</i>	Title I input advisory
Karla Hicks	<i>Title I CPAC Board member (parent)</i>	Title I input advisory
Terri Smith	<i>FAA Pilot, Parent</i>	Advisory and implementer
Heidi Hurliman	<i>Nurse Practitioner, Parent</i>	Advisory and implementer
Meg Kremer-Sterns	<i>Geologist, Parent</i>	Advisory and implementer
Lynda A Limón	<i>Attorney, Parent</i>	Advisory and implementer
Yolanda Polanco	<i>Parent and Community Member</i>	Assist with plan development
<b>Teachers &amp; other staff:</b>		
Rhonda Gardner	<i>Assistant Superintendent of Instruction</i>	DIP developer and implementer
Vernon Campbell	<i>District Accountability, Director</i>	DIP developer
Laurel Vorachek	<i>Assessment and Evaluation, Director</i>	DIP developer and implementer
Enid Silverstein	<i>Curriculum and Instruction, Executive Director</i>	DIP developer and implementer
Mary Ann Jalbert	<i>Title I Literacy Coach</i>	Title I input advisory
Marjorie Waggoner	<i>Title I Supervisor</i>	Title I elements input
Sandy Schoff	<i>ASD Math Curriculum Coordinator</i>	DIP developer and implementer
Ruth Mount	<i>ASD Middle School Math Support</i>	DIP developer and implementer
Leslie Vandergaw	<i>Middle School Executive Director</i>	DIP developer
Rick Volk	<i>Chugiak High School Principal</i>	DIP developer
Penny Williams	<i>ASD Elementary Math support</i>	DIP developer and implementer
Patty Kennedy	<i>ASD Elementary Math Support</i>	DIP developer and implementer
Mary Murphy	<i>ASD Elementary Math Support</i>	DIP developer and implementer
Carolyn Crosby	<i>ASD Elementary Math Support</i>	DIP developer and implementer
Jerry Sjolander	<i>ASD Executive Director, SPED</i>	DIP developer and implementer
Cindy Anderson	<i>ASD Director, Secondary SPED</i>	DIP developer and implementer
Dana Dugdale	<i>ASD Director, Elementary SPED</i>	DIP developer and implementer
Mardell Kiesel	<i>ASD Language Arts Program Coordinator</i>	DIP developer and implementer
Maxine Hill	<i>Supervisor, Bilingual/Multicultural Education Program</i>	DIP developer and implementer
LaVon Bridges	<i>Specialist, BMEP, Elementary Level</i>	DIP developer and implementer
Christine Garbe	<i>Itinerant Bilingual Resource Teacher, SELPAA Project Coordinator</i>	DIP developer and implementer
Beth Hartley	<i>Specialist, BMEP, Middle School Level</i>	DIP developer and implementer
Marina Gantz	<i>Specialist, BMEP, High School Level</i>	DIP developer and implementer
Tawana Wilson	<i>Bilingual/ESL Counselor, West HS</i>	DIP developer and implementer
Imtiaz Azzam	<i>Bilingual/ESL Counselor, Newcomers' Center</i>	DIP developer and implementer
Amelita Cadiz	<i>ESL Teacher, Romig MS</i>	DIP developer and implementer
Natalia Clark	<i>ESL Teacher, Newcomers' Center</i>	DIP developer and implementer
Texas Gail Raymond	<i>ASD Science Curriculum Coordinator</i>	DIP developer and implementer
Mike Henry	<i>High School Education, Executive Director</i>	DIP developer and implementer

Mary Wegner	<i>Acting Coordinator, Instructional Technology</i>	DIP developer and implementer
Michelle Barton	<i>Middle School Technology Support</i>	DIP developer and implementer
Patricia McRae	<i>Executive Director or Elementary Ed.</i>	DIP developer and implementer
<b><i>Additional Members:</i></b>		
Trish Opheen	<i>Army Corps of Engineers</i>	Advisory input and implementer
Tanya Bennett	<i>Project manager</i>	Advisory input and implementer
Maria Rentz	<i>Architect</i>	Advisory input and implementer
Karen Hyer	<i>US Fish and Wildlife Statistician</i>	Advisory input and implementer
Pat Hansen	<i>AK Dept of Fish and Game Statistician</i>	Advisory input and implementer
Kristi Wallace	<i>Volcanologist</i>	Advisory input and implementer
Beverly K. Wooley	<i>Dep't of Health and Human Services</i>	Advisory input and implementer
Diane Young	<i>Veterinary Technician</i>	Advisory input and implementer
Alison Mall	<i>State Mentor/Coach</i>	Advisory input and implementer
Dr. Brian Wick	<i>UAA Math Professor</i>	DIP developer
Dr. Leonard Smiley	<i>UAA Math Professor</i>	DIP developer
Jim Seitz	<i>UAA Instructor, AK Council Math Teachers</i>	Advisory input
Dr. Ted Munsch	<i>APU Math Professor</i>	Advisory input

**DISTRICT IMPROVEMENT PLAN 2006-2007 School Year**  
**Complete one sheet for each objective – expand sections as appropriate**

**OBJECTIVE 1 (Area of need 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.*

**CURRENT PERFORMANCE LEVEL on SBAs:**

*Results from ASD 2005-2006 District-wide AYP Language Arts % Proficient*

- *African American – 67.5%*
- *AkNa & AmIn – 67.2% (met Safe Harbor)*
- *Low Income – 66.6% (met Safe Harbor)*
- *Disabled – 42.6%*
- *LEP – 63.7% (met Safer Harbor)*

**PERFORMANCE TARGET (Measurable Change):**

*ASD 2006-2007 District-wide AYP Language Arts % Proficient Targets*

- *African American – 70.75%*
- *AkNa & AmIn – 70.48%*
- *Low Income – 69.94%*
- *Disabled – 48.34%*
- *LEP – 67.33%*

**Scientifically based research to support for each strategy or curriculum listed below (reference, or brief description):**

*See attached.*

<b>DISTRICT ACTION</b> Instructional Strategies, Materials, Professional Development, Parent Involvement, etc.	<b>PERSONS RESPONSIBLE</b>	<b>TIMELINE</b> (Milestones for current school year)	<b>EVALUATION</b> Student Assessment Instrument(s), Other data instruments, & timeline to be used	<b>FINAL OUTCOME/REVISION</b> (District use only)
All Title I schools and an additional 14 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, Marjorie Waggoner, Maxine Hill, Doreen Brown, and impacted principals, reading support teachers, and program support staff	September 2006 through June 2007	DRA, 1 <sup>st</sup> through 6 <sup>th</sup> grades pre and post for students identified as below proficient. State assessment year-to-year comparisons.	
Summer school will be offered to all elementary students who are below and far below proficient in reading.	Patricia McRae, Eunice Long and Marjorie Waggoner	June and July 2006 June and July 2007	Pre/post assessment using the Gates MacGinitie reading assessment. Criterion-reference spelling assessments.	
Following the Leaders will be implemented in 13 schools, 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, Marjorie Waggoner, Mary Wegner 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.	

<p>Implementation of core curriculum in 44 elementary schools. Review of research-based curriculum, recommendation to school board, adoption and purchase of core curriculum and teacher training in curriculum.</p>	<p>Patricia McRae, Marjorie Waggoner, Mardell Kiesel, Maxine Hill, and Doreen Brown</p>	<p>September 2006 through June 2007</p>	<p>Increase in the percent proficient in language arts on the SBAs for all Title I school subgroups from the 0506 school year to the 0607 school year.</p>	
<p>Contract with Consortium on Reading Excellence (CORE) for consultation and coaching in research-based reading curriculum implementation for ten Title I schools.</p>	<p>Patricia McRae, Marjorie Waggoner, and ten Title I Principals.</p>	<p>August 2006 through June 2007</p>	<p>Increase in the percent proficient in language arts on the SBAs for the ten Title I school subgroups from the 0506 school year to the 0607 school year.</p>	
<p>Training by Consortium on Reading Excellence (CORE) for all principals, reading coaches and reading support teachers in elementary schools implementing research-based reading curriculum.</p>	<p>Patricia McRae, Marjorie Waggoner, Title I Principals and Elementary Principals implementing a research-based reading program.</p>	<p>September-October 2006</p>	<p>Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms. Increase in the percent proficient in language arts on the SBAs for all participant school subgroups from the 0506 school year to the 0607 school year.</p>	

<p>Title I Literacy Coaches support Title I schools with research-based reading curriculum adoption through classroom coaching and consultation.</p>	<p>Patricia McRae, Marjorie Waggoner, and Title I Literacy Coaches</p>	<p>September 2006 through June 2007</p>	<p>Increase in the percent proficient in language arts on the SBAs for all Title I school subgroups from the 0506 school year to the 0607 school year.</p>	
<p>Training by Consortium on Reading Excellence (CORE) for all Title I Literacy Coaches and Elementary Literacy Teacher Experts on the coaching model and supporting research-based curriculum implementation.</p>	<p>Patricia McRae and Marjorie Waggoner</p>	<p>October 2006</p>	<p>Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms. Increase in the percent proficient in language arts on the SBAs for all Title I school subgroups from the 0506 school year to the 0607 school year.</p>	
<p>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.</p>	<p>Jerry Sjolander and Cindy Anderson</p>	<p>2006-2007</p>	<p>Statewide Assessments; Individual Education Plan assessment of progress on goals and objectives quarterly.</p>	

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	Ongoing	Statewide Assessments; Gates MacGinitie pre/post Individual Education Plan assessment of progress on goals and objectives quarterly.	
Continued training for special education teachers in direct instruction reading (Corrective Reading, <i>Language!</i> ) will be provided to improve student reading performance.	Jerry Sjolander, Cindy Anderson, and Dana Dugdale	Ongoing	Gates McGinitie and SBAs	
Special Education will continue to provide an intensive reading clinic featuring Lindamood Bell strategies during the summer for those elementary and middle school students at a severe deficit level.	Jerry Sjolander, Cindy Anderson, and Dana Dugdale	Ongoing	Statewide Assessments; pre and post testing at summer clinic i.e. Gates, Brigance.	
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	
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 Lang. Arts Curriculum Committee	2006-2007	Credit approval and increased student enrollment in English support classes.	

Work with UAA LitSite Steering Comm. to identify connections to curriculum for online resources and digital archiving with selected elementary, middle, and high schools.	Mardell Kiesel	Sept. 2006-2007	Statewide assessments and ongoing classroom formative assessments.	
Implement Language Arts and Social Studies integrated curriculum guides to imbue literacy infrastructure throughout the district program.	Mardell Kiesel and Steve Ex	Sept. 2006-June 2007	Statewide assessments and ongoing classroom formative assessments.	
Identify current and appropriate resources as needed for social, emotional, and academic “wellness” for all students.	Mardell Kiesel, Vickie Blakeney, and Curriculum Committees	Sept. 2006-July 2007	The SEL committee for the inclusion and use of appropriate resources will assess curriculum guides.	
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, Humanities, AK Sisters in Crime, UAA, and Cook Inlet Literacy Council	January 2007 – April 2007	Enrollment will increase and additional community group sponsors will support this popular weekend event.	
Six-Traits Writing training provided to all new teachers K-12 – refresher training to experienced. Vicki Spandel training at 2006 ASDTA.	Mardell Kiesel, Amy Goodman, Lang. Arts Teachers, and TPD	Ongoing and class in June of 2007	Participation, attendance, and evaluation of effectiveness monitored using online MLP.com	

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.	Mardell Kiesel and Kristidel Pandolfo	Sept. 2006- June 2007	Compared to previous year: Scores will increase on AP language and composition exams at Bartlett. Vertical teaming between Clark and Bartlett will increase curriculum alignments. The number of students in higher-level classes at both schools will increase.	
All K-12 Language Arts curriculum and related resources are online for parent and teacher use.	Mardell Kiesel	Sept. 2006- 2007	As evidenced at online site.	
Revised Language Arts curriculum guides in place for 7th & 8th grade.	Mardell Kiesel and Mid-level Curriculum Committees	Sept. 2006- 2007	Continue to monitor the implementation of curriculum guides at grades 7 and 8, compared to previous year. Scores on SBA's for reading and writing will increase from 0506 to 0607.	
Continue to work on vertical alignment of curriculum content, GLEs, and core materials.	Mardell Kiesel, Brenda Fenton, and Curriculum Committees	Sept. 2006- June 2007	Increased student achievement as measured by SBA's.	

The Science department will continue to implement research-based instruction in the use of science notebooks for support of writing and for increased science content knowledge K – 12 through First Use Trainings on the K – 6 science kits, and through 7 – 12 professional development opportunities.	Texas Gail Raymond and Science Teacher Experts	Sept. 2006-2007	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
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.	Mike Henry and High School Principals	Ongoing	Student performance on State Assessments and Plato assessments.	
Online prescriptive remediation staff training for ESL, Special Education, and Partners for Success (Native Program) teachers, aides, and counselors	Mike Henry and Darla Jones	Ongoing	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
Fast ForWord offered in five comprehensive and four alternative high schools (an increased number from last year).	Mike Henry and Impacted School Principals	Ongoing	Gates MacGinitie pre and post reading assessments. Progress Tracker in FFW gives teachers a daily snapshot of student progress.	
Achieve 3000, a web-based literacy tool for differentiating instruction, will be implemented in all comprehensive and alternative high schools.	Mike Henry, Darla Jones, and Jan Thompson	January 2007	Achieve 3000 formative assessment tools and Statewide Assessments.	

Achieve 3000 training for impacted teachers and principals.	Mike Henry, Darla Jones, and Jan Thompson	Ongoing	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
Working with Student Center Comprehensive Student Assessment Data System, counselors will develop a template for individual learning plans for each student with parent input.	Mike Henry	Ongoing	Student performance on Statewide Assessments	
Online technology-enhanced learning tools such as Plato will be used for remediation, credit recovery efforts, and prescriptive interventions in reading at the middle school level.	Leslie Vandergaw, Michelle Barton, Mary Wegner, and Middle School Principals	Ongoing	Gate MacGinitie reading inventory given to all middle school students in fall and spring	
Reading First Grant at 6 elementary (5 Title I) schools.	Patricia McRae and Reading First Principals	This 3-yr project started in Feb 2004 and is slated to end in 2007.	DIBELS and the Developmental Reading Assessment used both pre/post, with DIBELS used more frequently as determined by student need.	

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, Assessment Department, and School Principals	August 2005 through June 2007	Standards Based Assessment, DRA	
Fast ForWord implementation in eight elementary schools as part of reading remediation efforts.	Patricia McRae, Jody Smith, Mary Wegner, and School Principals	Ongoing	Statewide and district assessments Progress Tracker in FFW gives teachers daily snapshot of student progress.	
Reading First – Beginning Reading Institutes and Site In-Services	Patricia McRae and Reading First Principals	August 2005 through August 2007	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
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.	Patricia McRae, Marjorie Waggoner, Eunice Long, and Math Curriculum Experts	June and July of 2007	Training events evidenced through registration and sign-in sheets and training effectiveness assessed using post event evaluation forms.	

Train 1 <sup>st</sup> and 2 <sup>nd</sup> 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.	Patricia McRae, Principals, and Reading Support Teachers	06-07	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
Fast ForWord implemented in six middle schools as part of reading remediation efforts.	Leslie Vandergaw and School Principals	Ongoing	Statewide Assessments. Progress Tracker in FFW gives teachers daily snapshot of student progress.	
Implement Foundation of Reading for middle school students in need of additional reading instruction.	Leslie Vandergaw, Amy Goodman, and Lang. Arts Teachers	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.	
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.	Leslie Vandergaw, Mardell Kiesel, Amy Goodman, Lang. Arts Teachers for Six Traits, and all Core Teachers for Step Up to Writing	Ongoing	Statewide Assessments. Student assignments scored using six-traits assessment; results analyzed throughout the year.	

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).	Leslie Vandergaw and Middle School Principals	Ongoing	Statewide Assessments, Gates MacGinitie, writing assessments, attitude inventory.	
Training in literacy techniques for middle school teachers in all subject areas – supplementary materials we’ve created called “Middle School High Five.”	Leslie Vandergaw, Amy Goodman, and Lang. Arts Dept. Heads	Ongoing	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
<i>Aggressor, Victims, and Bystanders</i> is implemented in middle schools to decrease incidents of bullying and improve school climate to increase achievement.	Leslie Vandergaw, Jan Davis, and Middle School Principals	Ongoing refresher training	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
Family School Services (FSSC) Coordination across Title I schools to provide educational support services and parent workshops.	Marjorie Waggoner and FSS Coordinators	06-07	Activities evidenced in FSSC year-end report and parent workshop registration/sign-in forms.	
Parents as Liaisons in our Schools (PALS) to include translation packets, parent representation, school tours, and parent networking gatherings.	Marjorie Waggoner and Colleen Cox	06-07	Activities evidenced in PALS year-end report and parent workshop registration/sign-in forms.	

Establishment and implementation of new Parent Information Resource Center (PIRC) program to help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the educational needs of children.	TBD PIRC Coordinator and PIRC Liaisons	2006-2011	Activities evidenced in PIRC year-end report and any workshop/meeting registration/sign-in forms.	
Revise ASD School Board Parental Involvement Policy (Section 831) to better support schools in developing comprehensive and continuing programs of parent involvement at all grade levels.	Rhonda Gardner and ASD School Board	06-07	ASD School Board Policy Section 831 revised and follow-on planning facets implemented.	
All School Action Plans (SAP) to include parental communication component.	Division Executive Directors and School Principals	06-07	As documented in each MLP Web-based SAP with year-end evaluation.	
All SAP to include a Parental Involvement Plan (PIP) to include measurable parental involvement objectives and plans for each SAP goal.	Division Executive Directors and School Principals	06-07	As documented in each MLP Web-based PIP with year-end evaluation.	

Home/School Compacts completed with each Title I parent/guardian.	Marjorie Waggoner, Division Executive Directors, and Title I School Principals	06-07	Home/School Compact completion and effectiveness assessed at Spring 2007 Parent/Teacher Conferences.	
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**OBJECTIVE 2 (Area of need 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.*

**CURRENT PERFORMANCE LEVEL on SBAs:**

*Results from ASD 2005-2006 District-wide AYP **Math** % Proficient*

- *African American – 55.1%*
- *Disabled – 55.7%*
- *LEP – 55.8%*

**PERFORMANCE TARGET (Measurable Change):**

*ASD 2006-2007 District-wide AYP **Math** % Proficient Targets*

- *African American – 59.59%*
- *Disabled – 60.13%*
- *LEP – 60.22%*

**Scientifically based research to support for each strategy or curriculum listed below (reference, or brief description):**

*See attached.*

<b>DISTRICT ACTION</b> <b>Instructional Strategies, Materials, Professional Development, Parent Involvement, etc.</b>	<b>PERSONS RESPONSIBLE</b>	<b>TIMELINE</b> <b>(Milestones for current school year)</b>	<b>EVALUATION</b> <b>Student Assessment Instrument(s), Other data instruments, &amp; timeline to be used</b>	<b>FINAL OUTCOME/REVISION</b> <b>(District use only)</b>
Assessment and Evaluation Department in collaboration with Curriculum and Instruction Department will conduct targeted math trainings to 22 elementary and 6 middle schools with averages of percent proficient in mathematics at or below the district's average using the results from the 2005-2006 Standards Based Assessment.	Enid Silverstein, Laurel Vorachek, Sandy Schoff, and Math Support Teachers	Initial training conducted by September 30, 2006 at all identified schools. Follow-up support and training provided to the schools by math teacher experts and A&E staff throughout the school year.	Increase in the percent proficient in math on the SBAs at the targeted schools from the 0506 school year to the 0607 school year.	
K-6 pacing guides for all math programs will be implemented.	Enid Silverstein and Sandy Schoff	In place and revised yearly to reflect current calendar	Increase in the percent proficient in math on the SBAs for all subgroups from the 0506 school year to the 0607 school year.	

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.	Marjorie Waggoner, Leslie Vandergaw, School Principals, Sandy Schoff, and Mary Wegner	Ongoing 06-07	Increase in the percent proficient in math on the SBAs for all subgroups from the 0506 school year to the 0607 school year. And Larson's Math pre/post assessments on each concept throughout the year.	
Continued support for Middle School Math Conference – target middle school girls to increase interest and awareness of math and careers that use math.	Sandy Schoff, Math Support Teachers and Middle School Math Teachers.	Feb 17, 2007	Increased number of girls involved in the conference as evidenced by sign-in sheets and registration and compared to previous year.	
Continued support for Math Derby, preparatory clubs, and other math clubs as well as competitions to increase student interest and skills in math.	Sandy Schoff and ASD Math Teachers	Ongoing 06-07 and Math Derby is April 24-27 and May 1-4. Math Counts is Feb 3 and Bartlett Invitational is in May 2007	Increased number of students involved in math clubs and math activities outside class as evidenced by registration and sign-in sheets and certificates given.	
New-to-Everyday Math multiage teachers will receive a day of training on how to manage teaching two grade levels of math at the same time.	Sandy Schoff and Carolyn Crosby	Ongoing 06-07	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	

Sheltered instruction (SIOP) training will be imbedded in all math training for ASD elementary teachers.	Sandy Schoff and Math Support Teachers	September 2006 through June 2007	SIOP inclusion will be noted in all elementary math-training agendas.	
One full day of math training for all K-6 teachers who are new to the Anchorage School District.	Sandy Schoff and Math Support Teachers	September 2006 through June 2007	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
Books linking math to literature will be purchased for all elementary schools and district math experts will provide technical assistance to all sites. Lesson plans for each book will be developed.	Sandy Schoff and Carolyn Crosby	Ongoing 06-07	Increase in the percent proficient in math on the SBAs for all subgroups from the 0506 school year to the 0607 school year. Lesson plan development will be evidenced via credit course final projects due.	
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.	Sandy Schoff and Mary Wegner	September 2006 through June 2007	Increase in the percent proficient in math on the SBAs for all subgroups from the 0506 school year to the 0607 school year in schools using Larson Math.	
All ASD 5th and 6th grade classroom teachers, together with their SpEd teachers, ESL teachers/tutors, and their Indian Education tutors will receive training in content and pedagogy of adopted math curriculum.	Sandy Schoff and Math Support Teachers	Ongoing 06-07	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms. And increase in the percent proficient in math on the SBAs for all 5 <sup>th</sup> and 6 <sup>th</sup> grade subgroups from the 0506 school year to the 0607 school year.	

Math Support middle school class to standardize curriculum and process for working with identified middle school students.	Sandy Schoff, Ruth Mount, and Math Support Teachers	Ongoing 06-07	Increase in the percent proficient in math on the SBAs for all middle school subgroups from the 0506 school year to the 0607 school year. And training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
Align Math 7, Math 8, and Pre-Algebra to GLEs	Sandy Schoff, Ruth Mount, and Secondary Math Teachers	Meets four times in 06-07	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms. Math curriculum committee will give final approval to product.	
K-6 ESL tutors receive process pedagogy training.	Sandy Schoff and Math Support Teachers	Ongoing 06-07	Increase in the percent proficient in math on the SBAs for elementary LEP subgroup from the 0506 school year to the 0607 school year.	
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 Support Teachers	Ongoing 06-07	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
Plato curriculum aligned to ASD high school courses last year. Continue alignment to GLEs.	Sandy Schoff and High School Math Teachers	Ongoing 06-07	Increase in the percent proficient in math on the SBAs for all 9 <sup>th</sup> and 10 <sup>th</sup> graders from the 0506 school year to the 0607 school year.	

<p>AP Calculus and AP Stats backwards design to identify and encourage students -- as early as 5<sup>th</sup> and 6<sup>th</sup> grade --for future advanced math studies. Particularly work with Indian Ed. to identify students and provide tutor support.</p>	<p>Sandy Schoff and Doreen Brown</p>	<p>Ongoing 06-07</p>	<p>Increase in number of middle and high school Indian Ed students enrolled in honors and AP math courses as compared to previous year.</p>	
<p>Journeys in Math – Math Science Partnership Grant w/ UAA. Forty-seven K through 8 teachers 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, Leadership phase thru to Dec 2006 and Spring 2007.</p>	<p>Sandy Schoff in collaboration with UAA</p>	<p>2003-2007</p>	<p>Increase in number of teachers highly qualified to teach math as compared to previous year.</p>	
<p>Transition training for middle school math teachers, SPED collaborators, Indian Ed. school staff and ESL school staff to meet the math needs of incoming students from the elementary schools.</p>	<p>Leslie Vandergaw, Ruth Mount, and Sandy Schoff</p>	<p>Ongoing 06-07</p>	<p>Increase in the percent proficient in math on the SBAs for all middle school subgroups from the 0506 school year to the 0607 school year. And training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.</p>	

Training for middle school math teachers, SPED collaborators, Indian Ed. school staff, and ESL school staff in teaching algebraic concepts.	Leslie Vandergaw, Ruth Mount, and Sandy Schoff	Ongoing 06-07	Training events evidence in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
Align all Algebra and Geometry courses to GLEs and HSGQE standards.	Sandy Schoff and High School Math Teachers	Ongoing 06-07	Alignment events evidence in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
Develop Standards-based ASD report card for elementary math.	Enid Silverstein, Sandy Schoff, Ruth Mount, Math Support Teachers, and Elementary Math Teachers.	5 meetings in 2006--2007	Meetings evidence in MLP.com attendance records and meetings' effectiveness assessed using evaluation forms.	
All 5 <sup>th</sup> and 6 <sup>th</sup> grade teachers trained in content and pedagogy of adopted math curriculum.	Sandy Schoff and Enid Silverstein	06-07	Meetings evidence in MLP.com attendance records and meetings' effectiveness assessed using evaluation forms.	
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.	Patricia McRae, Marjorie Waggoner, Eunice Long, and Math Curriculum Experts	June and July 2006 June and July 2007	Participation evidenced by parent sign in sheets. Increase in the percent proficient in math on the SBAs for all involved school subgroups from the 0506 school year to the 0607 school year.	

Continue elementary summer school offered to all below and far below proficient students in the area of mathematics.	Patricia McRae, Eunice Long, and Marjorie Waggoner	June and July 2006 June and July 2007	Math pre/post assessment for all participating students.	
Secondary Special Education is currently implementing the Transitional Math program levels 1 and 2 at midlevel and high school for students in self-contained math classes who require an intensive intervention program.	Jerry Sjolander and Cindy Anderson	2006-07	Statewide Assessments	
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.	Jerry Sjolander, Cindy Anderson, and Dana Dugdale	Ongoing	Statewide Assessments	
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.	Jerry Sjolander, Cindy Anderson, and Dana Dugdale	Ongoing	Gates McGinitie and SBAs	

Early Childhood & Elementary Special Education is currently in the process of reviewing a variety of intervention math curriculums for implementation in all preschool and elementary special ed classes 2007-2008.	Dana Dugdale	2006-2007	Statewide Assessments	
Early Childhood & Elementary Special Education is currently implementing the Saxon Math program in Extended Resource and Autism classes, K-4.	Dana Dugdale	2006-2007	Statewide Assessments	
Training in Corrective Math for elementary special education teachers	Dana Dugdale and Lori Rucksdashel	Ongoing	Attendance evidenced through registration forms and sign-in sheets. Training effectiveness assessed via evaluation forms.	
Cognitive Academic Language Learning Approach (CALLA)	Maxine Hill; Bilingual/Multi-cultural Specialists; Elementary, Middle, and High School Resource Teachers	Fall 2006-Spring 2007	Statewide Assessments: Standards Based Assessments as explained in performance targets above. English Language Proficiency Test (ELPT) – annual for all students identified LEP.	

Sheltered Instruction Observation Protocol (SIOP)	Maxine Hill; Bilingual/Multi-cultural Specialists; Elementary, Middle, and High School Resource Teachers	Fall 2006-Spring 2007	Statewide Assessments: Standards Based Assessments as explained in performance targets above. English Language Proficiency Test (ELPT) – annual for all students identified LEP.	
English Language Learning Instruction System (ELLIS)	Maxine Hill; Bilingual/Multi-cultural Specialists; Elementary, Middle, High School Resource Teachers, and Mary Wegner	Fall 2006-Spring 2007	ELLIS Pre-test & post-test	
Aspire Training for Bilingual Tutors	Maxine Hill and Bilingual/Multi-cultural Specialists	Fall 2006-Spring 2007	Statewide Assessments: Standards Based Assessments as explained in performance targets above. English Language Proficiency Test (ELPT) – annual for all students identified LEP.	
PASSport for Success (Training for Parents)	Maxine Hill, Bilingual/ESL Teachers, and Bilingual/ESL Tutors K-12	Ongoing 2005-2007	Attendance evidenced through registration forms and sign-in sheets. Training effectiveness assessed via evaluation forms.	

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	
Working with student Center Comprehensive Student Assessment Data System, counselors will develop a template for individual learning plans for each student with parent input.	Mike Henry	Ongoing	Student performance on Statewide Assessments.	
Online technology-enhanced learning tools such as Plato will be used for remediation, credit recovery efforts, and prescriptive interventions in math at the middle school level.	Leslie Vandergaw, Michelle Barton, Mary Wegner, and Middle School Principals	Ongoing	Course completion numbers, Plato mastery assessments throughout program, Statewide Assessments	
Teachers and staff will integrate the math resources and tools found in Homeroom and SkillsTutor in the thirteen Following the Leaders schools.	Rhonda Gardner, Sherry Girard, and Mary Wegner	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.	
Continue elementary summer school offered to all below and far below proficient students in the area of mathematics.	Patricia McRae, Eunice Long, and Marjorie Waggoner	Summer 2007	Math pre/post assessment for all participating students.	

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, Assessment and Evaluation Dept., and School Principals	Ongoing	Statewide Assessments, DRA, Building-based assessments.	
Text “Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities” used in professional development for elementary teachers and other elementary instructional staff.	Patricia McRae, Bilingual Staff, and Curriculum Staff	Through June 2007	Text inclusion and training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
Identify students for pre-algebra in 6th and 7th grade to increase percentage of 7th and 8th graders in Algebra.	Leslie Vandergaw, Sandy Schoff, and Middle School Principals	Ongoing	Increased percentage of students who successfully complete Algebra by the end of 8th grade – compared to previous year.	
Increase FTE by .2 at each middle school for a “zero hour” pre-algebra class	Leslie Vandergaw	06-07	Increased percentage of students who successfully complete pre-Algebra in 7th or 8th grade – compared to previous year.	

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, Mary Wegner, and Middle School Principals.	Ongoing	Course completion numbers, Plato mastery assessments throughout program, Statewide Assessments.	
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, and Middle School Principals.	Ongoing	Statewide Assessments, STAR math, and attitude inventory.	
Middle school summer school math enrichment offered.	Leslie Vandergaw, and Middle School Summer School Teachers / Principals.	Ongoing	Orleans-Hanna Algebra Readiness test given at the end of summer school or prior to entering algebra course.	
Training in literacy techniques for middle school teachers in all subject areas. Text: <i>The Middle School High Five</i>	Leslie Vandergaw, Amy Goodman, and Lang. Arts Dept. Heads	Ongoing	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
Training for all core middle school teachers in Step Up to Writing Program.	Leslie Vandergaw and Amy Goodman	Ongoing	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	

Aggressors, Victims, and Bystanders is implemented in middle schools to decrease incidents of bullying and improve school climate to increase achievement.	Leslie Vandergaw, Jan Davis, and Middle School Principals.	Ongoing	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
Training for middle school teachers in Reading Foundations Class.	Leslie Vandergaw and Amy Goodman	Ongoing	Training events evidenced in MLP.com attendance records and training effectiveness assessed using evaluation forms.	
Family School Services (FSSC) Coordination across Title I schools to provide educational support services and parent workshops.	Marjorie Waggoner and FSS Coordinators	06-07	Activities evidenced in FSSC year-end report and parent workshop registration/sign-in forms.	
Parents as Liaisons in our Schools (PALS) to include translation packets, parent representation, school tours, and parent networking gatherings.	Marjorie Waggoner and Colleen Cox	06-07	Activities evidenced in PALS year-end report and parent workshop registration/sign-in forms.	
Establishment and implementation of new Parent Information Resource Center (PIRC) program to help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the educational needs of children.	TBD PIRC Coordinator and PIRC Liaisons	2006-2011	Activities evidenced in PIRC year-end report and any workshop/meeting registration/sign-in forms.	

Revise ASD School Board Parental Involvement Policy (Section 831) to better support schools in developing comprehensive and continuing programs of parent involvement at all grade levels.	Rhonda Gardner and ASD School Board	06-07	ASD School Board Policy Section 831 revised and follow-on planning facets implemented.	
All School Action Plans (SAP) to include parental communication component.	Division Executive Directors and School Principals	06-07	As documented in each MLP Web-based SAP with year-end evaluation.	
All SAP to include a Parental Involvement Plan (PIP) to include measurable parental involvement objectives and plans for each SAP goal.	Division Executive Directors and School Principals	06-07	As documented in each MLP Web-based PIP with year-end evaluation.	
Home/School Compacts completed with each Title I parent/guardian.	Marjorie Waggoner, Division Executive Directors, and Title I School Principals	06-07	Home/School Compact completion and effectiveness assessed at Spring 2007 Parent/Teacher Conferences.	

**Bartlett High**  
About Our Students

	School	District	Source of Information
Membership	1,820	50,051	Fall OASIS
Capacity	94%	N/A	Board Report - #189 3/7/06
Attendance Rate	89%	93%	SMS end of year report
Transiency Rate	25.48%	22.72%	Report Card File
Economically Disadvantaged	535	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	25	5,032	Report Card File
Graduation Rate	68.3%	63.9%	Cohort group rate – NCLB formula
Dropout Rate	8.5%	6.28%	OASIS end of year report
AP courses offered in 2005-2006	14	25	SMS transcript file
Students successfully completing AP courses	130	1,386	SMS transcript file
AP courses completed by students	229	2,524	SMS transcript file
Students Taking an Alternate Assessment	32	264	SMS
Students Taking a HSGQE Alternative Assessment	55	270	SMS
Change in Enrollment	-6.4%	0.3%	Report Card File

Non-Profit Organization  
 U.S. POSTAGE  
 PAID  
 Permit No. 161  
 Anchorage, AK

In addition to meeting local school district requirements, Alaska students must pass the state's High School Graduation Qualifying Examination to earn a diploma. To pass, students must be rated as proficient or advanced in all three sections of the exam: reading, writing, math. Students take the HSGQE for the first time in the spring of 10th grade. Sections not passed can be retaken once a semester during 11th and 12th grade until passed.

Bartlett HSGQE - 10th Grade Results

Reading	Proficient		Not Proficient	
	School	District	School	District
2005-2006	69.8%	76.4%	30.2%	23.6%
2004-2005	62.2%	72.5%	37.8%	27.5%
2003-2004	66.6%	73.3%	33.3%	26.7%
2002-2003	62.4%	72.8%	37.6%	27.1%

Writing	Proficient		Not Proficient	
	School	District	School	District
2005-2006	88.8%	90.8%	11.2%	9.2%
2004-2005	79.3%	85.6%	20.7%	14.4%
2003-2004	83.3%	87.0%	16.7%	13.0%
2002-2003	81.7%	85.4%	18.3%	14.6%

Math	Proficient		Not Proficient	
	School	District	School	District
2005-2006	74.9%	79.9%	25.1%	20.1%
2004-2005	67.0%	76.3%	33.0%	14.4%
2003-2004	62.8%	69.8%	37.1%	30.2%
2002-2003	65.6%	74.3%	34.3%	25.7%

Bartlett HSGQE Scores Spring 2006				
Students	Proficient		Not Proficient	
	Number	Percent	Number	Percent
<b>Grade 10</b>				
Reading	296	69.8%	128	30.2%
Writing	374	88.8%	47	11.2%
Math	314	74.9%	105	25.1%

**Anchorage School District**  
 4600 DeBarr Road  
 P.O. Box 196614  
 Anchorage, AK 99519-6614



Anchorage School District  
*Enriching All Students for Success in Life*

Detailed information regarding the school's performance is available in the Profile of Performance. This document is available online at [www.asdk12.org/depts/assess\\_eval/](http://www.asdk12.org/depts/assess_eval/) or through the district communications department, 742-4153.

**Anchorage School District**

**2005-2006**  
**School Report Card for**  
**Bartlett High School**

Bartlett High School is one of the eight large, comprehensive high schools in the Anchorage School District. Bartlett is located near Elmendorf Air Force Base and draws students from both the military base and the Muldoon community at large. The staff at Bartlett High School has a strong commitment to meeting the unique and individual need of our diverse student population. Through varied instructional methods, extracurricular activities, and consistent support, students at Bartlett have an opportunity to achieve their highest potential and develop a strong sense of community.

The Bartlett High School staff is committed to the overall growth of each student as an independent, self-reliant person who can participate cooperatively in a group atmosphere. Being aware of the rapid pace of change, our school community seeks to provide each student with the tools to function responsibly in our world. As a staff, we recognize that students differ and we attempt to provide programs that afford every individual the opportunity for an education tailored to his or her needs. The school bears the responsibility to provide an atmosphere where each student is challenged to strive for excellence.

We aim to supply each student with the physical and mental skills to gather knowledge, solve problems, think critically, and communicate effectively. Bartlett High School is committed to "Excellence without Exception."

1101 N. Muldoon Road  
 Elmendorf AFB, Alaska  
 99506-1698

phone: 907-742-1800  
 fax: 907-742-1825

Principal: Dan Gallego

[www.asdk12.org](http://www.asdk12.org)



## 2005-2006 School Goals

### Goal Level of Attainment

The percentage of student in the following sub-groups – economically disadvantaged, disabled, and LEP – who are proficient on the state assessments will increase sufficiently to earn AYO through either the AMOP target or safe harbor. . . . . Not Attained

Maintain a safe learning environment; focusing upon improving student interactions and reduce suspensions resulting from negative interactions. . . . . Attained

Increase student enrollment in advance placement (AP) courses, raising enrollment from 89 students to 135. This represents a 50% gain. In particular, we will focus on increasing enrollment among under-represented sub-groups. . . . . Partially Attained

Our school helps students succeed through quality staff, parent involvement and community partnerships.

## Parent Involvement

Parents play a crucial role in establishing school goals and making sure their children do well in school. Principals are required to share their school achievement data with parents and they actively seek parents’ suggestions, comments and participation in setting annual school goals. For schools that did not make Adequate Yearly Progress, principals will also work with parents and staff to develop detailed school improvement plans. Contact your school’s principal for information on how parents can become involved in these activities.

## School Business Partners

Fort Richardson YESS  
Fred Meyer - Muldoon  
Totem Ocean Trailer Express (TOTE)

Parents and other community members volunteer an average of 25 hours per week in the school.

## Teacher Quality Information (2005-2006)

	# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by “highly qualified teachers”
<b>Bartlett High School</b>	100	100%	45%	2	76%
<b>District Totals</b>	3172	100%	40%	16	72%

## Adequate Yearly Progress

According to the No Child Left Behind Act, the Anchorage School District is in Level 4 corrective status. Parents are invited to participate in the development of an improvement plan that addresses the achievement of all students including the following non-AYP subgroups for language arts performance: African Americans, Alaska Native/American Indian, and Disabled. In math performance, the plan will address the following non-AYP subgroups: African Americans, Disabled, and LEP.

The following table illustrates our school’s “Adequate Yearly Progress” status as defined by the federal No Child Left Behind Act. A complete explanation of AYP calculations is available at [www.asdk12.org](http://www.asdk12.org).

### Anchorage School District 2005-2006 Adequate Yearly Progress

Group	Participation Rate				"FAY"	Language Arts Performance				Math Performance			
	(A) Number Enrolled	(B) Number Tested	(C) Participation Rate (%)	(C) Participation Rate Met		(D) Tested and Enrolled "FAY"	(E) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA	(I) Proficient on Math	(J) Percent Proficient in Math	(K) Math Target
All Students	927	893	96.3%	Yes	798	573	71.8%	67.8%	Yes	416	52.1%	53.5%	No
African American	161	156	96.9%	Yes	139	96	69.1%	62.6%	Yes	55	39.6%	47.8%	No
AkNa & AmIn	138	129	93.5%	Yes-Avg(2)	113	73	64.6%	61.6%	Yes	58	51.3%	46.8%	Yes
Asian	123	120	97.6%	Yes	103	64	62.1%	61.1%	Yes	48	46.6%	46.3%	Yes
Caucasian	396	382	96.5%	Yes	357	279	78.2%	65.9%	Yes	220	61.6%	51.5%	Yes
Hispanic	55	54	98.2%	Yes	42	29	69%	55.2%	Yes	12	28.6%	39.8%	No
Multi-Ethnic	54	52	96.3%	Yes	44	32	72.7%	55.6%	Yes	23	52.3%	40.3%	Yes
Low Income	335	313	93.4%	Yes-Avg(2)	261	152	58.2%	65%	Yes-SH	109	41.8%	50.5%	No
Disabled	116	108	93.1%	Yes-Avg(2)	100	29	29%	61%	No	21	21%	46.1%	No
LEP	173	167	96.5%	Yes	143	74	51.7%	62.7%	Yes-SH	55	38.5%	48%	No

Graduation Rate: 68.3% (Threshold is 55.58%)

N/A is used to indicate when a group does not need to be evaluated when:

(1) 20 or fewer students are enrolled in a group for all groups except "All Students".

(2) 40 or fewer students are enrolled FAY (column D) in the Disabled & LEP groups.

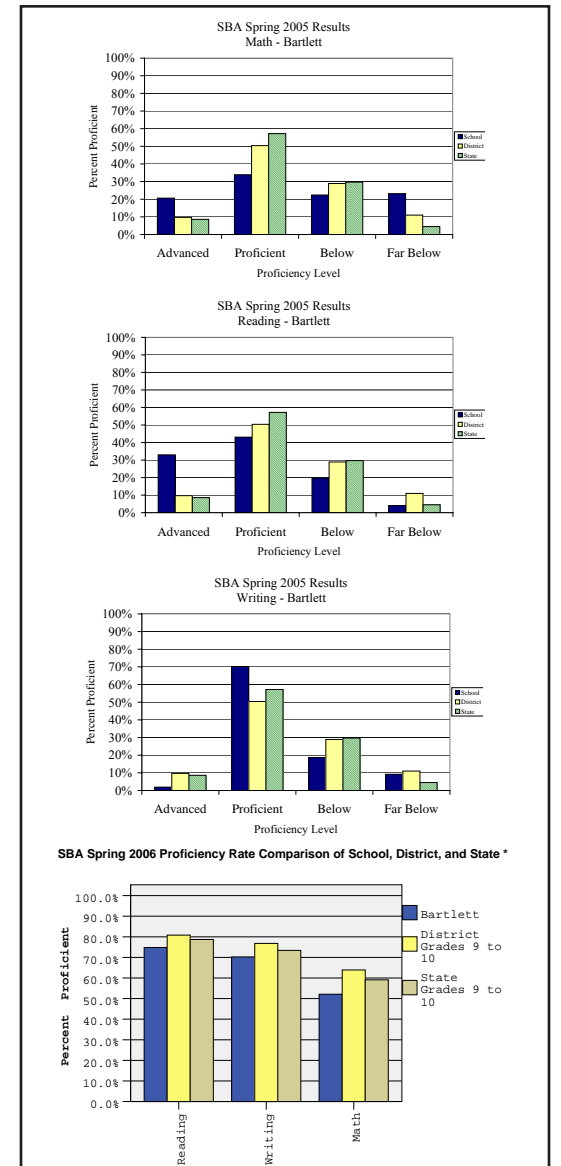
\* For the groups where the number enrolled is fewer than or equal to 40, participation is met when no more than 2 miss the test. Groups can also meet this target using the average of the past two or three years.

\*\* Where a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor.

\*\*\* Results cannot be published without releasing personally identifiable information.

This document was prepared by the ASD Assessment and Evaluation 7/19/2006

**Alaska Standards Based Assessment:** The Alaska Standards Based Assessments (SBAs) are statewide tests designed to provide information about what students know and are able to do in reading, writing, and mathematics. They estimate the degree to which students have mastered the Academic Performance Standards for reading, writing, and mathematics outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school accountability system.



## **Anchorage School District Improvement Plan**

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### **Attachment: Scientifically Based Research**

#### **Scientifically based research to support strategy or curriculum listed below:**

The following instructional strategies and curricula are listed in this sequence below.

- Cognitive Academic Language Learning Approach (CALLA)
- English Language Learning Instruction System (ELLIS)
- Everyday Mathematics (EDM)
- Fast ForWord
- First Steps in Mathematics
- Following the Leaders (FTL)
- Harcourt Brace
- Houghton Mifflin Reading
- Instructional Technology
- LANGUAGE!
- Larson Math
- Parental Involvement
- PLATO
- Read 180
- Reading Mastery and Success for All Reading Programs
- Sheltered Instruction Observation Protocol (SIOP)
- Six Traits Writing
- Small Group Intervention / Remediation Instruction
- Strategic Instruction Model (SIM)

#### **Cognitive Academic Language Learning Approach (CALLA)**

CALLA is an instructional strategy used with students who are learning using a second language. For a description of its implementation, assessment of its success, and further research-based references -- download *The Bilingual Research Journal* article found online at [http://www.ncela.gwu.edu/pubs/nabe/brj/v19/19\\_34\\_chamot.pdf](http://www.ncela.gwu.edu/pubs/nabe/brj/v19/19_34_chamot.pdf) (October 2006)

#### **English Language Learning Instruction System (ELLIS)**

The document, "Applied Research in ELLIS," provides the research-based works that, when applied in ELLIS, make the program one of the best in the field. This work represents the fulfillment of curricula requirements in the No Child Left Behind Act. The research is based on more than 100 studies including benchmark studies spanning decades of research as well as some of the most current research in the relevant fields. The information is presented systematically: 1) An explanation of a principle or theory in language acquisition and instruction; 2) A description of how that principle is applied in ELLIS; and 3) A list of some of the significant empirical and meta-research studies supporting that theory or principle. "Applied Research in ELLIS," is available for download at [http://www.ellis.com/whyellis/esl\\_research.htm](http://www.ellis.com/whyellis/esl_research.htm) (October 2006)

#### **Everyday Mathematics**

*Everyday Mathematics* is a research-based curriculum developed by the University of Chicago School Mathematics Project. For research papers and other print materials, see

<http://everydaymath.uchicago.edu/educators/references.shtml>. This Website includes the following abstract, The Research Basis of the *Everyday Mathematics* Curriculum by Andrew Isaacs, William Carroll, and Max Bell (2001).

According to David J. Hoff of Education Week, “*Everyday Mathematics*, which is used by 3 million U.S. students in 175,000 classrooms, was deemed to raise students’ test scores by an average of 12 percentile points in a review of four studies reanalyzed by the What Works Clearinghouse at the U.S. Department of Education. Based on those results, the report said the curriculum has “potentially positive effects,” the second-highest category on its ranking scale.” (September 20, 2006)

### **Fast ForWord**

The *Fast ForWord* program has an extensive research base. A *Controlled Randomized Clinical Trial* (1994-1995) was conducted at Rutgers University in Newark, New Jersey. The clinical results were published in the January 1996 issue of *Science*, a peer-reviewed journal (Tallal, et. Al., *Scienc.* 271: 81-84). The early data showed rapid improvements in language skills with the research prototype of Fast ForWord Language, including significant gains in oral language comprehension, speech discrimination, grammar and syntax.

A Multi-Site Field Study conducted in 1996 in collaboration with over 60 independent professionals at 35 sites in the United States and Canada proved the results in a “real world” setting. After Fast ForWord Language participation, children experienced the same dramatic improvements in language as those who participated in the initial trial.

### **First Steps in Mathematics**

First Steps in Mathematics is a research-based program that provides teachers with a robust mathematics background, diagnostic tools to assess student understanding, and learning activities to further students' conceptual growth. A key focus is on developing the ability to make accurate professional judgments and decisions about student learning. Time-tested by educators around the world, STEPS Professional Development’s suite of courses and educational resources are researched and designed with the Education Department of Western Australia and Edith Cowan University in Perth, Western Australia. To learn more about the research base for First Steps, go online to <http://www.stepspd.org/> (October 2006)

### **Following the Leaders**

*Following the Leaders* (FTL) is a standards driven technology based project designed to help teachers and students raise achievement and exceed the requirements of NCLB. Providing technology tools, educational resources and hands-on support, FTL allows teachers to better address individual needs and effectively communicate with everyone involved in a child’s education. At the school level, FTL is implemented through the use of two internet-based programs: *Homerom.com*, a formative assessment tool aligned to our Alaska State Standards and *SkillsTutor*, an interactive diagnostic and instructional program catered to meet the needs of individual students. The Educational Leaders Council (ELC), in partnership with Achievement Technologies and The Princeton Review, oversee the FTL project.

The research base for the use of technology in increasing student achievement is strong. In a 2000 study commissioned by the Software and Information Industry Association, Sivin-Kachala

and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement.

### **Harcourt Brace**

*Harcourt Brace* is a research-based, developmental reading/language arts program. Explicit phonics instruction; direct reading instruction; guided reading strategies; phonemic awareness instruction; systematic, intervention strategies; integrated language arts components; and state-of-the-art assessment tools ensure every student successfully learns to read.  
[http://www.harcourt.com/bu\\_info/harcourt\\_school.html](http://www.harcourt.com/bu_info/harcourt_school.html) (September 2006)

### **Houghton Mifflin Reading**

The Houghton-Mifflin and meets the criteria for effective reading instruction as established by the National Reading Panel Report. In preliminary results of the effectiveness of the Houghton-Mifflin reading program, significantly positive effects were seen on students' vocabulary development. Third graders in classrooms where Houghton-Mifflin Reading is used as the primary reading curriculum show statistically significant gains on the vocabulary subtest on the ITBS. Compared to the control group of non-HMR users, there is a slightly higher proportion of grades 2 and 3 students in HMR classrooms who improve their vocabulary test scores from below grade level to at or above grade level over the course of one school year. (Executive Summary of the Scientific Research Base and Program Efficacy, Houghton-Mifflin Company, 2002).

### **Instructional Technology**

The research base for the use of technology in increasing student achievement is strong. In a 2000 study commissioned by the Software and Information Industry Association, Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem.

O'Dwyer, Russell, Bebell, and Tucker-Seeley (2005) found that, while controlling for both prior achievement and socioeconomic status, fourth-grade students who reported greater frequency of technology use at school to edit papers were likely to have higher total English/language arts test scores and higher writing scores on fourth grade test scores on the Massachusetts Comprehensive Assessment System (MCAS) English/Language Arts test.

### **LANGUAGE!**

Based in research and proven effective in schools across the country, *LANGUAGE!* was created for students in grades 3–12 who score at or below the 35th percentile on national norm-referenced reading tests. *LANGUAGE!* is appropriate for students in general education and also supports the special instructional needs of English language learners (ELL) and Individualized Education Program (IEP) populations. Through a six-step lesson design, *LANGUAGE!* teaches students the structure and use of all language systems necessary for successful reading and writing.

1. Phonemic Awareness and Phonics
2. Word Recognition and Spelling
3. Vocabulary and Morphology
4. Grammar and Usage

5. Listening and Reading Comprehension

6. Speaking and Writing

For documents speaking to the research base of *LANGUAGE!* Go on line to:  
< <http://store.cambiumlearning.com/research.aspx> > (September 2006)

### **Larson Math**

*Larson Math* utilizes multimedia software programs developed with the National Council of Teachers in Mathematics Standards as a guide. *Larson Math* is a program that can be individualized to match a student proficiency level and correlates with Alaska GLE's and math content standards. [http://meridiancg.com/menucontent/menu\\_correlations/correlations\\_ak.htm](http://meridiancg.com/menucontent/menu_correlations/correlations_ak.htm) (September 2006)

### **Parental Involvement**

Parent involvement is a cornerstone in the No Child Left Behind Act. NCLB advocates through policy that when educators, families, and communities work together, schools get better. As a result, students get the high quality education they need to lead productive lives. For more information about parent involvement strategies and their basis in the NCLB Act, go to the U.S. Department of Education's <http://www.ed.gov/admins/comm/parents/pntinv.html> (October 2006)

### **PLATO**

As a leading provider of personalized instruction and standards-driven assessment and accountability, PLATO Learning helps sustain continuous academic improvement for K-12 learners. PLATO'S achievement model integrates research, professional services and technology to promote academic and career success. PLATO Learning has over 40 years of experience and a strong research basis. For extensive evidence of student success as well as the research, see <http://www.plato.com/research/index.asp> (September 2006).

### **Read 180**

The Read180 Papalewis (2004) study explored the impact of implementing the Read 180 intervention among 8th grade struggling readers. Over the course of one academic year, 622 8th grade students from a large urban inner city school district received daily instruction from the Read 180 program. The Read 180 program is a comprehensive reading intervention that includes smaller class sizes, teacher training, software instruction, audio books, as well as individual, class, and small group practice. Standardized reading scores from 537 of the intervention students were compared with matched baseline data from the two academic years prior to the intervention. In addition, the standardized reading scores of the intervention group were compared with data from 536 students in a comparison group that did not receive a reading intervention. The comparison group was comprised of students from the same school district that were matched on pre-test scores, gender, ethnicity, and language proficiency. Students in the Read 180 intervention group demonstrated statistically significant reading gains from the baseline to posttest scores on the NCEs Reading and Language Arts tests. The Read 180 intervention group also demonstrated significantly higher gains on both the NCEs Reading and Language Arts posttests than the comparison group. In contrast to the reading gains demonstrated by the intervention group, the comparison group scored lower on the posttests. Overall, this study suggests that the Read 180 intervention as a whole may be effective for helping struggling middle school readers, but it is not clear how individual program elements, such as the reading software or smaller class sizes are impacting reading achievement. Additionally, given the unique characteristics of the study

sample (high percentage of English language learners and ethnic minorities, severe reading difficulties/most were repeating the 8th grade), the findings and implications of the study should be evaluated in context. (Research conducted by Metiri Group)

### **Reading Mastery and Success for All Reading Programs**

Staff development in reading and literacy curriculum and methods follows the recommendations from the National Reading Panel Report, 1999, and incorporates phonemic awareness, phonics, vocabulary, fluency and comprehension instruction which are all necessary to student success in reading. Our school utilizes a research-based core curriculum that is based on these components.

### **Sheltered Instruction Observation Protocol – SIOP**

Intervention curriculum and methodology (e.g. sheltered instruction, direct instruction) is grounded in research-based practices that promote learning for students with LEP learning profiles. (Center for Applied Linguistics, 2002)

The Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt & Short, 2004) was developed to provide teachers with a well-articulated, practical model of sheltered instruction. The SIOP Model is currently used in most of the 50 states and in hundreds of schools across the U.S. as well as in several other countries. The intent of the model is to facilitate high quality instruction for ELLs in content area teaching. The model is based on current knowledge and research-based practices for promoting learning with ELLs. Critical features of high quality instruction for ELLs are embedded within the SIOP Model.

<<http://www.siopinstitute.net/about.shtml>> (September 2006)

### **Six Traits Writing**

The traits-based approach to writing instruction is supported by numerous studies. Reference: [Experimental Study on the Impact of the 6+1 Trait® Writing Model on Student Achievement in Writing](http://www.nwrel.org/ascd05/traits.pdf), Dr. Michael Kozlow and Peter Bellamy, Paper Presented at the 2005 ASCD Annual Conference Orlando, Florida, April 3, 2005 @ <http://www.nwrel.org/ascd05/traits.pdf> (September 2006) for a comprehensive listing.

### **Small Group Intervention / Remediation Instruction**

The historical success rate of increasing student achievement through small group tutoring is high as measured by pre/post assessments of student growth conducted at each school site as a part of the learning opportunity initiatives. This intervention is grounded in research. A meta-analysis of findings from 65 independent evaluations of school tutoring programs showed that these programs have positive effect on the academic performance and attitudes of those who receive tutoring (Cohen, Kulik, Kulik, 1982).

### **Strategic Instruction Model (SIM)**

Strategic Instruction Model, or SIM, is about promoting effective teaching and learning of critical content in schools. SIM strives to help teachers make decisions about what is of greatest importance, what we can teach students to help them to learn, and how to teach them well. For scientifically based research supporting SIM, go online to <<http://www.kucrl.org/archives>> (September 2006).