

ANCHORAGE SCHOOL DISTRICT
SIX-YEAR INSTRUCTIONAL PLAN EVALUATION
FOR 2007-2008 SCHOOL YEAR

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December 2008**

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21st Century Community Learning Centers Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
The percent of 21st Century Community Learning Centers students (in the program at least 30 days) scoring proficient or better on standards-based assessments in Math and Language Arts will increase in comparison to the previous year.	Alaska Department of Education and Early Development Standards Based Assessment Results – 2007 Compared to 2008.	<u>Objective met.</u> The Math proficiency rate increased 0.7%, the Reading proficiency rate increased 1.3%, Writing proficiency rate increased 1.7% compared to the previous year.
The percent of 21st Century Community Learning Centers students (in the program at least 30 days) turning in homework on time will increase in comparison to the previous year as reported by classroom teacher surveys each spring.	Northwest Regional Educational Laboratory Annual Report – June 2008 Teacher Survey.	<u>Objective met.</u> The students who improved turning in their homework increased from 63.6% to 67.9% this year.
The percent of 21st Century Community Learning Centers students (in the program at least 30 days) improving or maintaining grade averages in Math and Language Arts will increase in comparison to the previous year as reported by classroom teacher surveys each spring.	Coordinators collect data from school site.	<u>Objective not met.</u> 2006-2007 Grade data was not collected on participants so comparison can't be made. 2007-2008 comparison of first quarter grades to third quarter grades shows a 34.4% of students increased their Math grade at least a half grade. 2007-2008 comparison of first quarter grades to third quarter grades shows 38.7% of students increased their Reading grade at least a half grade. 2007-2008 comparisons of first quarter to third quarter grades reveal 72% of students increased or maintained their grades. Teachers reported on the end of the year survey 79.8% of students improved academic performance.
<i>21st Century Community Learning Centers staff will learn and apply Literacy and Math strategies, Six-Trait Writing, content area standards, Special Education methods, and educational technology to enhance student learning.</i>	Principal/Coordinator conferences Fall 2007, 21 st Century Community Learning Centers Program Schedules as reported in Youth Services Database, Staff knowledge and strategies.	<u>Initiative met.</u> 21 st Century Community Learning Centers afterschool sites utilize Larsen's Math, Fast Forward, Lexia, Accelerated Reading, Soar to Success. Activities are developed with content standards in mind and are tracked through the annual reports.
<i>21st Century Community Learning Centers will operate 11 programs targeting high-need students at 11 elementary schools.</i>	Alaska Department of Education and Early Development 2007-08 year-end report, Northwest Regional Educational Laboratory Annual Report.	<u>Initiative met.</u> 21 st Century Community Learning Centers sites operated during 2007-08 at each of the following sites: Fairview, Mountain View, Muldoon, North Star, Northwood, Ptarmigan, Russian Jack, Taku, Williwaw, Willow Crest, and Wonder Park. Clark did

			not operate because of construction. Our sites ran program 123 days during the school year. We had 1538 participants in our programs with an average daily attendance of 1014 students. We had 1241 students participated 30 days or more. The 21 st Century Community Learning Centers has 26.3% white students and 73.7% other ethnicities according to the Youth Service registration system.
	<i>Each 21st Century Community Learning Centers site will provide content learning, tutoring, and facilitate homework completion.</i>	21 st Century Community Learning Centers Program Schedules as reported in Youth Service Database.	<u>Initiative met.</u> Each site offers computer time, homework completion, small group skill building and enrichment activities that supplement school day learning.
	<i>21st Century Community Learning Centers programs will collaborate with Elementary Education, Indian Education, Title I, Bilingual Education, and Special Education to enhance student learning.</i>	Alaska Department of Education and Early Development 2007-2008 Annual Report.	<u>Initiative met.</u> The 21 st Century Community Learning Centers staff work closely with the school day staff from Elementary Education, Indian Education, Title I, Bilingual Education, and Special Education. Many departmental teachers and tutors are employed as staff in the 21 st Century Community Learning Centers program. The cooperative partnerships with Elementary Education, Title I, Safe and Drug Free Schools, Student Transportation, Student Nutrition, and Child in Transition/Homeless have contributed to the development of the 21 st Century Community Learning Centers curriculum and program delivery which is continually refined to address students' academic needs.
	<i>21st Century Community Learning Centers staff will collaborate with classroom teachers to better meet students' specific academic, social, and emotional needs.</i>	Northwest Regional Educational Laboratory Annual Report 2007-2008.	<u>Initiative met.</u> The students enrolled in 21 st Century Community Learning Centers are based on classroom teacher referrals. Many principals helped identify the students based on their assessment data and SBA scores from the previous spring. The coordinator regularly communicates with the classroom teachers to ensure we are addressing student needs. 66% of our daily 21 st Century Community Learning Centers certificate staff from the home site. 11% are paraprofessionals.
	<i>Twice a year, in collaboration with ASD Curriculum and Instruction, Indian Education, and Special Education, 21st Century Community Learning Centers staff will receive professional development related to academic program delivery.</i>	Professional Development two times a year.	<u>Initiative met.</u> Throughout the year all coordinators participated in ASD mandatory trainings. Coordinators participated in the following professional development throughout the year: staff orientation, first aid certification, Excel, Media Literacy (Safe and Drug Free School), Reading Assessments (Title 1), Social Emotional Learning, and Food Handling certification. At the local site they received technology updates, standards based assessment, site-based curriculum training in reading and math. The staff made major strides forward in their use of the Youth Services database under our coordinator "expert". She provided several trainings and worked one-on-one trouble shooting issues. All staff (13) attended the Alaska Association for Community Education Conference, which offered in-depth workshops for 21 st CCLC programs. Three staff and I attended Foundation's Beyond the Bell conference in Jacksonville, Florida. Upon our return each person provided training on one of the sessions we

			<p>had attended. All but one coordinator attended the Safe and Drug Free School's Assets Fair in April where Dr. Martin Brokenleg keynoted.</p> <p>We offered three days of workshops for site staff in January. The workshops were:</p> <ul style="list-style-type: none"> ➤ Adding Physical Education with an Academic Twist into your Afterschool Program ➤ Boy Scouts of America Learning For Life ➤ Create Talking Books ➤ Junior Achievement Program ➤ K-3 Math Games ➤ Social and Emotional Skill in Kids ➤ Verbal De-escalation Strategies ➤ You Are Chewing What? Classroom Management and Humor in the Classroom ➤ 4-6 Math Games ➤ Cross-Curricular Gym Games ➤ Games, Activities, and Online Resources to Support Reading Development ➤ How to Help At-Risk Students ➤ Positive Discipline in the After-school Program ➤ Strategies for Bilingual Students in the Classroom ➤ Every Picture tells a Story ➤ Media Literacy 101 ➤ What are you "Sinking" About? Understanding Cross-Cultural Differences and Language Barriers in the Classroom ➤ What's Cookin? ➤ Amachi Project, People of Faith Mentoring Children of Promise
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21st Century Community Learning Centers Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>21st Century Community Learning Centers students (in the program at least 30 days) will show improvement in attitude, social skills, and behavior over the course of the school year as reported by classroom teacher surveys each spring.</p>	<p>Northwest Regional Educational Laboratory Annual Report 2007-08 and Teacher Surveys.</p>	<p><u>Objective met.</u> 67.9% of students enrolled in the 21st Century Community Learning Centers improved their class participation. 44.6% of students improved volunteering during class. 60.3% of students improved being attentive during class.</p>
<p>21st Century Community Learning Centers students (in the program at least 30 days) will show a reduction in classroom behavior problems over the course of the school year as reported by classroom teacher surveys each spring.</p>	<p>Northwest Regional Educational Laboratory Annual Report 2007-08 and Teacher Surveys.</p>	<p><u>Objective met.</u> 48.6% of students enrolled improved classroom behavior.</p>
<p>21st Century Community Learning Centers students who are included in the Fall and Spring surveys will show improved attitudes toward school.</p>	<p>Northwest Regional Educational Laboratory Annual Report.</p>	<p><u>Objective met.</u> A fall and spring student survey was conducted during the 2007-08 school year. In the spring, 81.8% of students enrolled reported they were doing better in school since attending the 21st Century Community Learning Centers afterschool program. 86.9% looked forward to coming to school "most of the time" or "all the time".</p>
<p>All 21st Century Community Learning Centers staff will learn and apply strategies and practices that build students' citizenship, social skills, positive attitudes, and positive behavior.</p> <p><i>21st Century Community Learning Centers will collaborate with ASD Student Transportation to provide students with transportation home where appropriate and with ASD Student Nutrition to provide students with nutritious snacks.</i></p> <p><i>21st Century Community Learning Centers will collaborate with the Safe and Drug Free Schools and</i></p>	<p>Northwest Regional Educational Laboratory Annual Report and Coordinator Interviews.</p> <p>Alaska Department of Education and Early Development Annual Report 2008.</p> <p>Conversation with Safe and Drug Free Schools department chair.</p>	<p><u>Objective met.</u> 59% of the 21st Century Community Learning Centers staff participated in professional development opportunities during 2007-08. All sites conducted staff meetings several times during 2007-08. 21st Century Community Learning Centers engaged in collaborative community partnerships, which reinforced character education, community development and that provided positive role models for students.</p> <p><u>Initiative met.</u> Student Nutrition provided snacks to students participating in the 21st Century Community Learning Centers program. Title I provided bus funding to transport students home after the 21st Century Community Learning Centers program. 6 sites have bussing at the programs conclusion each day. Title I provided funding to transport Child in Transition/Homeless students home each day.</p> <p><u>Initiative met.</u> Fall 2007- SEL training took place for coordinators. Media literacy was presented in</p>

<p><i>Social and Emotional Learning programs to implement SDFS and SEL initiatives. 21st Century Community Learning Centers program staff will collaborate with classroom teachers to monitor and implement student SEL initiatives.</i></p> <p><i>21st Century Community Learning Centers will form partnerships with community organizations like Boy Scouts of America, YWCA, MOA Parks and Rec., and School Business Partnerships to implement initiatives related to student citizenship, career awareness, and life skills development.</i></p> <p><i>21st Century Community Learning Centers will collaborate with cultural, art and ethnic groups to implement initiatives related to cultural awareness, fine arts, and self-understanding.</i></p>	<p>Principal/Coordinator spring conferences, Coordinators semester reports.</p> <p>Alaska Department of Education and Early Development Year End Report.</p> <p>Family Event Reports, Youth Service Schedules.</p>	<p>the spring. Coordinators attended the Assets Fair in April. Safe and Drug Free school staff presented at our January Workshops</p> <p><u>Initiative met.</u> 21st Century Community Learning Centers during 2007-08 had active partnerships with YWCA, Susitna Girl Scout Council, Great Alaska Boy Scout Council, MOA Parks and Recreation, Weed & Seed, UAA Human Services Program, Bartlett, West and East High Schools, Alaska National Guard Drug Demand Reduction program, Green Star Recycling, Total Reclaim, Junior Achievement, Alaska Junior Theatre, Volunteers of America. Their contributions include character education, healthy life skills, and exploring career opportunities.</p> <p><u>Initiative met.</u> The Alaska Junior Theater's national touring companies visited several sites. Five of our sites provided an intensive cultural artist activity.</p>
<p>21st Century Community Learning Centers students will participate in physical activity at least twice a week.</p> <p><i>On a weekly basis, 21st Century Community Learning Centers students will participate in structured physical activities that integrate Math and Reading skill development through partnerships like MOA Parks and Recreation's "Healthy Kids, Healthy Minds."</i></p>	<p>21st Century Community Learning Centers weekly site schedules. Youth Services Database.</p> <p>Youth Service Program Schedule.</p>	<p><u>Objective met.</u> In addition to regular physical education activities, students participate in the "Healthy Kids, Healthy Minds" and "Let's Get Active" physical activities curriculum throughout the week. Several sites provide physical activities as a "Friday Choice" Activity. MOA running and skiing program was provided at 10 of our sites in the Fall and Winter. Our partnership with MOA Parks and Recreation enables our students free participation in Healthy future activities through out the year.</p>

21st Century Community Learning Centers Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Sustain the 21st Century Community Learning Centers beyond grant funding.</p> <p><i>Annually revise 21st Century Community Learning Center's 501(c)3 non-profit foundation and resource development plan through the 21st Century Community Learning Centers Advisory Board.</i></p> <p><i>Provide training to site coordinators to include marketing, local fundraising, program documentation, community partnership development, and coalition building.</i></p>	<p>Northwest Regional Educational Laboratory Annual Report.</p> <p>Revision.</p> <p>Training records.</p>	<p><u>Objective met.</u> Eleven (11) 21st Century Community Learning Centers sites continued operation during 2007-08 grants funding Additional support provided by Title I helped maintain transportation.</p> <p><u>Initiative met.</u> The 21st Century Community Learning Centers non-profit advisory board was reactivated during the school year. New members were recruited. The board met 4 times during the year. They joined the Alaska Community Foundation. They met with Alaska Community Share organization and voted to pursue membership in the organization.</p> <p><u>Initiative met.</u> Site coordinators received training in marketing. They sponsored a spotlight on the 21st Century Community Learning Center week and had visits by several local legislators. We worked with the ACE union Political action committee to help develop talking points about our program. The department worked closely with the ASD communications department to publicize our "Lights on Activities". Our website was updated. A department video was converted to DVD.</p>
<p>Develop and sustain community partnerships that provide funding, talent initiatives, and role models for 21st Century Community Learning Centers activities, e.g., Boy Scouts of America, YWCA, UAA, MOA Parks and Recreation.</p>	<p>Site end of year reports.</p>	<p><u>Objective met.</u> The Municipality of Anchorage Parks & Recreation provided cross-country skiing and running for our program. Y.W.C.A. offered Girls Circle and Boys Council at many sites. The Boy Scout and Girl Scout Councils provided troop activities at sites as well. We had an inter-ship with university students at Muldoon. The U.A.A. Psychology Department provided social and emotional learning activities this spring at Williwaw.</p> <p>We expanded enrichment activities this year including a department wide outdoor field trip to the Boy Scout Camp reservation at Mirror Lake. Many Center sites had assemblies/special events presented by community groups including the Imaginarium, Alaska Injury Prevention Association, Volunteers of America Book Program, local high school sports teams and Total Reclaim. The Alaska Junior Theater's national touring companies visited several sites. Five of our sites provided an intensive cultural artist activity. Besides the enrichment piece at our grant sites, we provided community service projects such as recycling or clean up day activities. Career exploration was accomplished through community</p>

			professionals such as engineers leading lessons or junior achievement activities.
<p><i>Implement initiatives to support parents in being partners in their children's education.</i></p> <p><i>Maintain 21st Century Community Learning Center's website weekly to communicate useful and timely information to students, parents, staff, and community members.</i></p> <p><i>Every 21st Century Community Learning Centers site will recruit and encourage skilled parents to participate as cultural presenters, art experts, and/or career role models.</i></p> <p><i>Sites will collaborate with Title I, school staff, and PTA on Math, Science, Reading, poetry, and test preparation nights.</i></p> <p><i>Every 21st Century Community Learning Centers program will sponsor or assist with organizing at least five parent events each year.</i></p> <p><i>Site-based parent programs will focus on English as Second Language, adult literacy, and parenting education.</i></p>	<p>Site annual narratives.</p> <p>Updated Web site.</p> <p>Communication with parents.</p> <p>2007-08 Site Family Night Reports.</p> <p>2007-08 Site Family Event Reports.</p> <p>Program foci.</p>	<p><u>Initiative met.</u> The CLC staff provided five family academic enrichment events per site. Through family night events parents connect with their child and the school in new ways. Parents are given additional skills, tools and activities, which empower their children to increase their academic success in school. We work collaboratively with the local PTA, and Title 1 staff on these activities. Fifty events were held at the different sites with an accumulated total attendance of 8257. We have approximately 100 students in our program at any given time. Approximately 25% of our individual school populations are in enrolled in our program. We have 39.9% of our CCLC students and families participate in school family events. I think reflects a significant increase of families and students participating in enrichment events because of our program.</p> <p><u>Initiative not met.</u> Website was updated during 2007-08 school year as information changed but it was not on a weekly basis.</p> <p><u>Initiative not measurable.</u> Coordinators are encouraged to use parent volunteers when ever possible. Many of our parent population are not available during the program operation hours because they have jobs. Five sites had cultural artists presentations/ activities during 2007-2008. Coordinator's report does not include this specific data.</p> <p><u>Initiative met.</u> 50 Family nights were offered during the 2007-2008 school year. Coordinators worked with PTA, Title I, school staff, curriculum specialists, reading specialists, music department, and local area high schools including their ROTCs to provide events. Academic areas included poetry, Everyday Math, literacy, service learning, cultural awareness, finance, drama, art, recycling, fitness & healthy living, student safety, music, and science.</p> <p><u>Initiative met.</u> During 2007-2008 funding for family night was increase back to 5 per site. All sites offered their required 5 family nights.</p> <p><u>Initiative not met.</u> Our grants are not written to include long term parenting programs such as adult literacy or long term parent education.</p>	

Advanced Placement and Higher Level Coursework Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
<p>Percent of high school students successfully completing AP Courses will increase by 5% each in each AYP designated student group.</p> <p><i>Compare successful course completion data from year-to-year.</i></p> <p><i>Continue gathering and analyzing data for each AP content area.</i></p>	<p>Number of AP courses successfully completed, by enrollment area.</p> <p>Number of students who successfully complete AP courses, by enrollment area.</p> <p>Number of AP exams taken, by enrollment area and by AYP designated groups.</p> <p>Number of AP exams taken which earn a score 3 or higher, by enrollment area and by AYP designated groups.</p>	<p><u>Objective Partially Met</u></p> <p>Overall, there was an increase of 2.57% in AP courses successfully completed by ASD students. Male, African American, Asians, Hispanic, Multi-Ethnic, Economically Disadvantaged, Migrant Students, and Students with Disabilities met the goal of a 5% gain. Alaska Native, White, Female, and Limited English Proficiency did not meet the goal of a 5% gain.</p> <p>Some points of interest in this data include the dramatic increase in African American and Asian students successfully completing AP courses. African American students increased by nearly 12%, more than double the goal. Asian students increased by a dramatic 28%. Another potentially significant data point was that males successfully completing AP courses increased by over 41%, while females decreased by 27%.</p> <p>Data gathered and analyzed, as reported in the Profile of Performance.</p> <ul style="list-style-type: none"> • During the 2007/2008 school year, 1,457 AP courses were successfully completed by ASD students, or 8.56% of the total high school enrollment. This represented an increase of 2.57% over the previous year, not enough to make the 5% increase goal. This data was not reported by enrollment area. • The number of students successfully completing AP courses was not reported by enrollment area in the Profiles, but the number of students completing the AP Exam, as a percentage of the graduating class, was reported by enrollment area. <ul style="list-style-type: none"> ▪ All ASD: 29% of graduates took an exam, 20% received a 3 or higher ▪ Bartlett High School: 22% of graduates took an AP exam, 8% received a 3 or higher ▪ Chugiak High School: 30% of grads took an AP exam, 24% got a 3 or higher ▪ Dimond High School: 38% of grads took an AP exam, 24% got a 3 or higher ▪ East High School: 25% of grads took an AP Exam, 17% got a 3 or better ▪ Service High School: 32% of grads took an AP Exam, 26% got a 3 or higher ▪ West High School: 24% of grads took an AP exam, 20% got a 3 or higher

			<ul style="list-style-type: none"> ▪ South High School: 48% of grads took an AP exam, 34% got a 3 or higher ▪ Eagle River High School: 35% of grads took an AP Exam, 27% got a 3 or higher <p>This objective will be revised to more closely match the data being collected and reported in the Profiles of Performance.</p>
	<i>Use data analysis to inform such planning and program areas as AP program policies, program design, and professional development.</i>	Data informs planning for AP programs, professional development, and policies.	<p><u>Initiative Partially Met.</u> Data from the AP exam determined high-needs areas for AP professional development. For example, the four most popular tests taken in ASD, AP English Literature, AP English Language, AP Calculus, and AP Psychology, all had professional development opportunities during the school year.</p> <p>Math: The Math Department works with Assessment & Evaluation to provide training for teachers on using student data to guide instruction and make placement recommendations.</p>
	<i>Compare tests taken with successful completion data from year-to-year.</i>	Successful completion data compared.	<p><u>Initiative Met</u> The percent of students who successfully completed an AP course and took the AP exam is rising, with a 10% increase from 2006/2007 to 2007/2008, according to the Profiles of Performance.</p>
	<i>Compare test scores of 3 or higher data from year-to-year.</i>	Test scores compared.	<p><u>Initiative Met</u> The percentage of AP test scores that received a 3 or high is reported in the Profile as a year-to-year comparison by enrollment area. In May 2008, 67% of AP tests taken scored a 3 or higher, compared with 65% from May of 2007.</p>
	<i>College Board prerequisite requirements for Science, World Languages, and Math AP classes identified and included on the AP Website, and updated as needed.</i>	Information available on Web site.	<p><u>Initiative Partially Met</u> Information about prerequisite requirements for AP classes gathered for Web site, but the site is not yet "live."</p>
	Equip AP content areas with instructional materials, supplies, and software to support expected growth in enrollment and course offerings, and to comply with College Board AP Audit requirements.	AP content areas comply with audit requirements and have materials to support growth.	<p><u>Objective Partially Met</u> All ASD AP teachers successfully completed the AP audit. Materials, including textbooks and teachers manuals for AP Psychology at Bartlett, were purchased.</p>
	<i>Critical AP textbooks needs are identified and included in the curriculum renewal cycle.</i>	AP textbooks included in curriculum renewal cycle.	<p><u>Initiative Met</u> Each content area identified critical AP textbook needs and included them on the curriculum renewal cycle, posted on ASD's curriculum Website.</p>

	AP Science classes will meet College Board-outlined lab requirements.	All science AP classes pass the AP audit.	<u>Objective Partially Met</u> All AP science classes passed the AP Audit, indicating that the labs provided are in line with College Board requirements.
	<i>Plan for making college preparatory tests more available to students in key grade levels, (i.e. EXPLORE in 8th grade, PLAN in 10th grade, PSAT in 11th grade).</i>	Project APpeal 8 th graders have opportunity to take EXPLORE. Project APpeal 10 th graders have opportunity to take PLAN. Project APpeal 11 th graders have opportunity to take PSAT.	<u>Initiative Met</u> All APpeal students had the opportunity to take these exams. The EXPLORE exam was given during school hours to all students in the 8 th grade at Project APpeal schools. This model was successful and is being considered for the other college preparatory tests.
	All AP and higher level courses are taught with rigor and effective pedagogy.	All AP teachers submit syllabi that pass the AP audit requirements.	<u>Objective Met</u> All ASD AP teachers successfully completed the AP audit.
	All AP teachers successfully complete the annual College Board AP Audit.	On-line College Board records on completion show ASD teachers who have successfully completed the exam.	<u>Objective Met</u> All ASD AP teachers successfully completed the AP course audit, and all ASD classes were included on the College Board's AP Course Ledger.
	<i>Examples of syllabi for each AP class included on AP Website.</i>	Examples gathered and included on the AP Web site.	<u>Initiative Partially Met</u> Examples of syllabi for each AP class are included on the College Board Web site, which is linked from the AP Web site.
	<i>APEX online used as a support in cross-listed classes, particularly AP French language and AP German Language.</i>	APEX AP French and AP German classes taken.	<u>Initiative Partially Met</u> Two students took AP French via APEX, but none took AP German.
	Continue to focus AP and higher level course development on priorities in each content area.		<u>Objective Met.</u> AP English Language and Composition remains our most popular exam, and added additional sections. AP Psychology added sections at Service and East High Schools. Calculus BC was offered for the first time at Service High School. AP Music theory added to program of studies and available for all HS, though currently offered only at Chugiak, West, and Dimond. AP Environmental Science was added to the program of studies as a new AP course. AP Japanese was piloted for a second year at Dimond High School.

	<p><i>Specific objectives for a) new AP course offerings, and/or b) additional sections of existing AP courses, included in each content area's Six-Year Plan.</i></p>	<p>Specific objective identified in each area's Six-Year Plan.</p>	<p><u>Initiative Met</u> The content areas identified specific objectives for AP classes in their 6 Year Plan.</p> <p>Math: AP Statistics training offered. AP math teachers receive training by nationally certified or qualified instructor.</p> <p>Music: AP Music Theory will be piloted and expanded to more schools.</p> <p>Science: AP trainings provided.</p> <p>Language Arts: Train all AP Language Teachers at the AP Institute.</p> <p>World Languages: Pilot AP Japanese</p> <p>Social Studies: Determine priorities and offer professional development in selected SS courses.</p>
	<p>Prepare and continually refresh sufficient numbers of AP teachers and AP prerequisite teachers to deliver curriculum in depth, with rigor, and utilizing effective pedagogy.</p>	<p>Offer AP trainings with well-qualified presenters to AP and preAP teachers.</p>	<p><u>Objective Met</u></p> <p>141 teachers received training from nationally-known, well qualified presenters in AP and preAP methods.</p>
	<p><i>Professional development priorities for AP teachers, potential AP teachers, and AP prerequisite teachers identified within each content area's Six-Year Plan.</i></p>	<p>Priorities identified within each content area's Six-Year Plan.</p>	<p><u>Initiative Met</u></p> <p>Language Arts: AP Language and Composition training was offered, as well as preAP trainings emphasizing vertical teaming and the spiraling of higher-level content throughout students' high school years.</p> <p>Social Studies: AP Psychology was identified as a high-growth area and a local professional development opportunity was offered.</p> <p>Music: Current AP Theory teachers creating a "Handbook for teaching AP Theory," for use in preparing teachers to teach new sections. A half-day release time offered each quarter for curriculum review and planning.</p> <p>Math: Calculus training was identified as the high priority area, and was provided for teachers at the ASDSA.</p> <p>Science: Science Notebook training was conducted for secondary science teachers.</p> <p>World Languages: World Languages teachers of French, German and Spanish participated and earned university credit in week-long summer institute with language specific College Board consultants to develop rigorous coursework for</p>

			Level III – AP courses.
	<i>College Board workshop for 20+ middle school teachers.</i>	20 or more middle school teachers attend a College Board workshop.	<u>Initiative Met</u> Thirty-seven (37) middle school teachers attended a College Board workshop.
	<i>AP Academy offers training to teachers in 4 areas with high training needs.</i>	AP Academy offers training in at least 4 high needs areas.	<u>Initiative Met</u> AP Academy offered training in AP English Language and Composition, AP Physics, AP Psychology, AP Statistics, and AP Spanish Language.
	<i>Three Project APpeal teachers attend the AP annual and present information at site or district level trainings.</i>	Four teachers attend the conference and present.	<u>Initiative Met</u> Four (4) Bartlett teachers attended the AP annual conference and presented at their site.
	Establish site-level leadership and coordination among Curriculum Principal, AP counselor, and AP teacher-leader. This site-level leadership team facilitates communication and planning between administration, AP and preAP teachers, parents, and community members.	Site-level groups work together to coordinate communication and planning for AP programs.	<u>Objective Partially Met</u> Language Arts: Teams of teachers, administrators work together to revise and create curriculum guides which clearly articulate content through the grade levels. Music: Music Supervisor, Curriculum Coordinator and AP teachers form team to discuss implementation of AP courses. Music Curriculum Committee reviews and discusses the implementation and possible distribution of curriculum. World Language: World Languages teachers of Japanese, in collaboration with social studies teachers from Mears and Dimond, designed vertically aligned curriculum for Japanese immersion program social studies and Japanese language courses. AP Spanish teachers from Chugiak and West reviewed, revised, and aligned advanced courses with middle school immersion curriculum.
	<i>Implement “AP Teacher Leader” program at Bartlett High School.</i>	Program Implemented.	<u>Initiative Partially Met</u> Rather than a single teacher-leader at Bartlett, a committee has been established to provide direction for Bartlett’s AP program.
	<i>Identify and work with teachers, administrators, and counselors to develop strong vertical teams in every content area and every high school enrollment area, as specified in content-area 6-year plans.</i>	Strong vertical teams present in every enrollment area.	<u>Initiative Partially Met</u> Strong vertical teams are present in some enrollment areas, but not in all. Vertical teaming plans are included in every content area’s 6 Year Plan.
	<i>Vertical team professional development events offered each year as a part of each content area’s 6 Year Plan.</i>	Events offered each year, as outlined in each content areas 6 Year Plan.	<u>Initiative Partially Met</u> Vertical Teaming was an important part of plans and content for the cross-district inservice of math, science, social studies, world languages, and language arts. Math: The curriculum committee meetings every other month are vertically teamed (K-12). The Math Consortium Basic Institute has a K-12 emphasis and provides additional opportunities for vertical teaming. .

			Music: Music department coordinates with HS Curriculum Principal to create ½ quarterly trainings for AP teachers.
	<i>Vertical Teams meet and plan teaming activities at content specific meetings during the annual fall cross-district inservice.</i>	Vertical Teams meet and plan at the cross-district inservice.	<u>Initiative Met</u> Vertical Teaming was an important part of plans and content for the cross-district inservice of math, science, social studies, world languages, and language arts.
	Implement Project APpeal (Advanced Placement for Every Able Learner).	Implement Project APpeal at designated schools.	<u>Objective Met</u> Project APpeal was implemented at Bartlett, Begich, Central, Wendler, and Romig.
	<i>Gather and analyze data on the number of students, by AYP designated groups, who take a grade-level appropriate college preparatory test (i.e. Explore in the 8th grade, Plan in 10th, PSAT in 11th).</i>	Gather and analyze data.	<u>Initiative Met</u> 4100 students took a grade-level appropriate college preparatory test during the 2007/2008 school year. This number includes the PSAT, Explore, Plan, and Workkeys. This is the first year for gathering data for Explore, Plan, and Workkeys. These numbers will establish a baseline for future goals.
	Increase numbers of students, by AYP designated groups, who take a grade-level appropriate college preparatory test (i.e. EXPLORE in 8th grade, PLAN in 10th grade, PSAT in 11th grade).	Increase from the baseline.	<u>Objective Partially Met</u> Using the baseline established in 2006/2007, accurate measures of increases can be determined. These numbers, considered longitudinally, can be used to set goals for the future.
	<i>Add three examples of effective initiatives to the AP Web site, and provide project schools with support to replicate these initiatives.</i>	Examples added to Web site.	<u>Initiative Not Met</u> 2 examples of effective initiatives have been researched and documented for the AP Web site, but the site is not live and replication has not been attempted.
	<i>Effective student interest and support programs at Project APpeal schools are designed to increase academic rigor, strengthen student and school connection, and increase community and school connection.</i>	Support programs take place at Project APpeal schools.	<u>Initiative Met</u> Support program took place at project schools, serving 686 students.
	<i>Number of after-school programs at project schools will increase by at least 3, students served will increase by at least 50.</i>	After-school programs increase by at least 3.	<u>Initiative Met</u> After-school programs increase by 3 with the addition of Lego League, Junior Forensics, and Middle School Math tutoring. Students served by all APpeal after-school and lunch programs increased from 522 to 686.
	<i>College and career planning for students and families offered at project schools.</i>	Planning offered at project schools.	<u>Initiative Partially Met</u> College and career planning were offered at middle school involved with Project APpeal through the Explore test and the student-led conferences. Planning activities did not happen for families at Bartlett.

	<i>Support counselors and administrators in creating and maintaining an equitable AP program.</i>	Training offered to counselors and administrators.	<u>Initiative Met</u> 64 counselors and administrators participated in trainings.
	<i>College Board workshops in March for counselors and administrators offer training in growing an effective, equitable AP program.</i>	Workshops offered.	<u>Initiative Not Met</u> College Board chose to cancel these workshops.
	<i>Fall counselor inservice, "Growing an AP Program," with presenter from College Board.</i>	Inservice offered.	<u>Initiative Met</u> 53 counselors attended the cross-district training with the College Board presenter.
	<i>One Project APpeal counselor has the opportunity to attend the AP Annual Conference.</i>	Counselor has opportunity.	<u>Initiative Partially Met</u> The AP counselor at Bartlett had the opportunity to attend the annual AP conference, but chose not to attend.
	<i>Ongoing trainings aimed at creating school culture of inclusion and excellence at project schools (i.e. anti-bullying training, using data to identify students for higher-level coursework, using vertical teams to elevate the rigor of all classes.)</i>	Trainings offered at project schools.	<u>Initiative Met</u> Ongoing efforts continued at project schools. Vertical teaming trainings were offered at Central, Begich, and Bartlett. Sessions on using data from the Profiles of Performance, the AP exams, the Explore exam, and other testing were presented at project schools and attended by 34 teachers.
	<i>AP and college information presentations at open houses, parent conferences at project schools.</i>	Presentations offered at project schools.	<u>Initiative Partially Met</u> Presentations were offered at parent conferences and open houses, but not at all project schools. Bartlett and Begich hosted presentations.
	<i>Administer the EXPLORE test to all 8th graders at project schools.</i>	Explore administered to 8 th graders.	<u>Initiative Met</u> All 8th graders at project schools took the Explore exam.
	<i>Administer the PLAN test to all 10th graders at project schools.</i>	PLAN administered to 10 th graders.	<u>Initiative Partially Met</u> The PLAN test was offered on a Saturday to the 10 th graders at Bartlett. In order to ensure equity and participation of all 10 th graders, we need to offer this exam during school hours to all our students.

Advanced Placement and Higher Level Coursework Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
	Students on an AP pathway get the requisite concepts and skills, articulated through the sequence of courses in each content area, grades 6 or 7 through 12.	Students get requisite concepts and skills.	<u>Objective Partially Met</u> Vertical teams in all content areas continue to meet and plan together to provide all students with the requisite concepts and skills.
	<i>Vertical teaming meetings within content areas use student data and curriculum guides to determine skill priorities and set instructional goals.</i>	Meetings use student data for planning.	<u>Initiative Partially Met</u> Vertical teaming time, based on student data and curriculum guides, was included in the cross-district in-service plans for Language Arts, Social Studies, Library, Science, Music, and Math. Science: Each school sets priorities and instructional goals as determined by work with curriculum guides. Music: Vertical communication between Middle School and High School music teachers address theory curriculum implementation at grade level in preparation for AP Theory course.
	<i>World Language incentive program increases the number of students in levels III, IV, and AP. It also encourages more students to enter level II as 9th graders.</i>	World Language incentive program increases.	<u>Initiative Met</u> The School Board approved World Language Incentive Credit and the first cohort of 9 th graders completed Level II or III with "C" or better and earned "P" credit. Baseline data was collected to monitor progress of this initiative.
	<i>Math program grants high school credit to middle school students who successfully complete high school level math courses.</i>	Credit granted.	<u>Initiative Met</u> Students who take Algebra I or higher level classes beginning in 7 th grade, can apply for high school credit through credit-by-choice, once they become high school students.
	<i>Counselors and administrators receive training and support for creating and maintaining equity in higher-level coursework.</i>	Counselors and administrators trained.	<u>Initiative Met</u> 69 counselors and administrators received training at the cross-district in-service and the AP Academies.
	<i>Teachers who have received training to elevate classroom instruction and who apply that training in daily instruction are identified as "model classrooms," trained as mentors and profiled on the AP Website. Funds provided for at least 4 Project APpeal teachers to visit model classrooms.</i>	Teachers identified and serve as models.	<u>Initiative Not Met</u> Six teachers have been identified as "model" teachers and have agreed to open their classrooms for observation. However, the AP Web site is not yet up, and no teachers have visited these classrooms.

	<i>Expand the use of Apex to provide a full complement of AP courses available at every school.</i>	APEX classes utilized.	<u>Initiative Met</u> 145 APEX AP classes were taken during the 2007/2008 school year, representing an increase of 51% over the 74 taken the previous year.
	<i>Develop criteria for successful APEX AP students and train counselors to use this criteria.</i>	Criteria created.	<u>Initiative Not Met</u> The criteria was not created.
	<i>Demonstrate APEX Exam Review at every high school.</i>	Demonstrations completed.	<u>Initiative Not Met</u> APEX exam review was demonstrated at Bartlett High School only.
	School cultures, beliefs, expectations, and actions support high expectations for all students and opportunities to access higher-level coursework are available to all students.	AP classes reflect the diversity of the schools.	<u>Objective Partially Met</u> AP classes do not yet reflect the diversity of the schools.
	<i>Provide professional development opportunities for teachers, counselors, and administrators that focus on differentiation within the multi-level classroom and supporting high expectations for all students.</i>	Professional development provided.	<u>Initiative Met</u> 69 counselors and administrators received training at the cross-district in-service and the AP Academies. 141 teachers received instruction on differentiation and supporting high expectations for all students during the AP Academies.
	<i>Training provided at the ASDSA, including an inspiring and exceptional consultant. Participants will bring information and methodologies learned to their site schools for sharing.</i>	Training provided.	<u>Initiative Met</u> 36 teachers received training in higher-level coursework and high expectations at ASDSA. Classes included recommendations for sharing insights and techniques with home schools.
	<i>Indian Education, Migrant Education, Bilingual Education, Special Education, and Gifted Education counselors and teachers are included in trainings and vertical teams focused on higher-level coursework.</i>	Departments are included in trainings.	<u>Initiative Partially Met</u> Counselors and teachers from Gifted Education, Bilingual Education, and Special Education participated in vertical teaming at Bartlett, Central and Begich, and in the AP Academies.

Advanced Placement and Higher Level Coursework Six-Year Plan Evaluation for FY 2006-2007

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
Identify students early for AP and higher-level courses.	AP participation increases 5% per year.	<u>Objective Partially Met</u> Participation grew at 2.57% during the 2007/2008 school year.
<i>EXPLORE test given to all 8th grade students at Wendler, Begich, Central, and Romig middle schools.</i>	EXPLORE given to students.	<u>Initiative Met</u> The Explore exam was given during the school day to all 8 th grade students at Wendler, Begich, Central, and Romig Middle Schools. 1,464 students took the Explore exam.
<i>PLAN test given to all 10th grade students at Bartlett High School.</i>	PLAN given to students.	<u>Initiative Partially Met</u> The PLAN exam was available to students at Bartlett, but it was given on a weekend as an opt-in option. The test will be given on a school day at Bartlett during the 2008-2009 school year. In total, 925 10 th grade students at ASD took the PLAN test. This was the first year we collected data on the numbers of students taking this test, so this number will serve as a baseline.
<i>Fall cross-district counselor training includes information on how to use available data to identify, cultivate, and retain students from under-represented groups in higher-level coursework.</i>	Training completed.	<u>Initiative Met</u> 53 counselors attended the training during the cross-district in-service.
<i>College Board workshop "Growing an AP Program" offered for counselors at cross-district inservice.</i>	Workshop completed.	<u>Initiative Met</u> 53 counselors attended the College Board workshop during the cross-district in-service day.
<i>Sessions for counselors included in College Board AP Workshops.</i>	Sessions included in AP workshops.	<u>Initiative Met</u> 15 counselors attended a counselor-based session as a part of the AP Academy in October of 2007. Additionally, 17 counselors attended another AP or Project APpeal sponsored training event during the 2007-2008 school year.
Parents and students have information, recruitment, and support for choosing and succeeding in higher level coursework, AP, and a college trajectory.	Information provided.	<u>Objective Partially Met</u> More than 800 parents received information at parent nights and during student conferences. This number was greatly increased through the use of the Explore exam at four middle schools, where the score reports and information on high

			school and college planning were used during student-led conferences.
	<i>Visits to the AP Web site will increase 25% with aggressive public awareness campaign for teachers, students, and parents.</i>	Visits increase by 25%.	<u>Initiative Not Met</u> The web site was not up during the school year.
	<i>Counselors trained and meet twice yearly to plan how best to offer information and support to parents and the community.</i>	Counselors trained and meet twice yearly.	<u>Initiative Met</u> Counselors were trained at the cross district in-service, and 4 follow-up meetings were held in which counselors met and planned how to best meet the needs of students, parents, and the community.
	District-level and school-level efforts bring parents into the circle of high expectations and home support for academic aspirations and effort.	Parents attend college and high school planning events, such as student led conferences, open houses, and college planning nights.	<u>Objective Partially Met</u> More than 800 parents received information at parent nights and during student conferences. This number was greatly increased through the use of the Explore exam at four middle schools, where the score reports and information on high school and college planning were used during student-led conferences.
	<i>College preparatory test (i.e. EXPLORE, PLAN, and PSAT) information sessions will be held at 4 middle schools and 3 high schools, after each test, to help parents interpret score reports.</i>	Information sessions held at 4 middle schools and 3 high schools.	<u>Initiative Partially Met</u> Information sessions on the Explore exam were held at Romig and Begich, but attendance was very low. Efforts on this initiative were suspended, so counselors, district personnel, and principals could reevaluate our plan to get information to parents. This revised effort included using school newsletters, the phone system, and student handouts to get information to parents, rather than requiring parents to come to a separate, special event.
	Curriculum Web site includes AP information for staff, students, and parents.	Information on the AP Web site.	<u>Initiative Not Met</u> Information has been gathered and given to the ASD webmaster, but will not be "live" and linked to the curriculum site until 2008-2009.
	<i>Web site links to College Board expectations and qualifications for AP Teachers.</i>	Links on Web site.	<u>Initiative Not Met</u> Information has been gathered and given to the ASD webmaster, but will not be "live" and linked to the curriculum site until 2008-2009.
	<i>Post 5 models of ASD effective practices for rigor.</i>	Posts on Web site.	<u>Initiative Not Met</u> Information has been gathered and given to the ASD webmaster, but will not be "live" and linked to the curriculum site until 2008-2009.
	<i>Identify and feature teacher leaders who apply classroom practices for rigor and high student achievement.</i>	Teachers featured on Web site.	<u>Initiative Not Met</u> Information has been gathered and given to the ASD webmaster, but will not be "live" and linked to the curriculum site until 2008-2009.

Art Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
Increase achievement levels: mastery of art content, skills, and concepts (art as a visual language), including diverse learning modalities.	Secondary art program.	<u>Objective met:</u> Art programs increased to nine of the 10 middle schools. Clark closed for restructuring last year. Art teachers were hired for Wendler and Romig Middle School. The prior year Romig and Wendler were left vacant.
Revised curriculum and curriculum guides embed interdisciplinary connections: strategies and assessments that underlie the ASD inquiry-based, DBAE art curriculum.	Secondary curriculum revision.	<u>Objective met:</u> The Art I and Art 11 curriculum revisions include a timeline, vocabulary, key concepts, key terms and a pacing guide.
<i>K-12 curriculum review cycle: curriculum guides, including guidelines, mapping/pacing, core lessons and assessments, all aligned with state/national standards.</i>	One revised high school art course.	<u>Initiative met:</u> Completed revised Multimedia Design course, including frameworks and alignment with state/national standards and aligned with the KCC Art, Advertising and Design course.
<i>Print K-6 Art Curriculum Guide.</i>	Printed guide.	<u>Initiative partially met:</u> Guide was scanned to a CD, insert pages with student art need to be included and scanned again. Significant pages were scanned backwards the first time.
K-6 Art Curriculum guide online	Curriculum online.	<u>Objective not met:</u> Curriculum guidelines will be posted on the revised website.
Provide an articulated, sequential, four-year art program of studies for grades 9-12 students.	Program document.	<u>Objective met:</u> Art Program At A Glance document, outlining the 9-12 art program, was completed and distributed to art teachers, August 17, 2007.
<i>Revised Art I and Art II curriculum training provided for 9-12 art teachers.</i>	Half-day training.	<u>Initiative met:</u> Training provided August 17, 2007
Art 1 and Art II curriculum guides online	Guides posted online.	<u>Objective met:</u> Guides sent to art teachers electronically and will be posed on the revised website.
Revised Art I and Art II curriculum taught in secondary schools.	Number of schools offering Art I an Art II.	<u>Objective met:</u> Art 1 is taught in 6 of 8 high schools; Art II is taught in 5 of 8 schools.
<i>Board Approval of Advanced Art Course, Fall 2007.</i>	Approved course.	<u>Initiative met:</u> Initiative met: Advanced Art 1 and Advanced Art II coursed received curriculum approval as extensions of Art 1 and Art 11 Advanced Art 1 requires students to develop a breadth of works, one of the AP requirements. Advanced Art 11 students develop a portfolio for post high school studies, scholarships, and employment.

<i>Professional development for 9-12 art teachers on Advanced Art</i>	Training time provided.	<u>Initiative met:</u> Training for Advanced Art 1 and Advanced Art 11 provided for 9-12 art teachers, August 17, 2007.
Advanced Art curriculum frameworks portion of guide online.	Guide online.	Objective met: Guide was sent to art teachers electronically. It will be posted on the revised website.
<i>Training for middle school teachers at Mirror Lake and Begich on revised Middle School 6-8 art curriculum model.</i>	Training time provided.	<u>Initiative met:</u> Training provided all middle school art teachers, August 17, 2007.
Revised Middle School 6-8 art curriculum implemented at Mirror Lake and Begich Middle Schools.	Sectionals scheduled for all three grade levels.	<u>Objective met:</u> <ul style="list-style-type: none"> • Begich yearly enrollment: 6th = 212, 7th = 249, and 8th = 135 • Mirror Lake enrollment 6th = 96, 7th = 74 and 8th = 108
Revised Middle School 6-8 art curriculum frameworks portion of guide online.	Guide posted online.	<u>Objective partially met:</u> The guide was developed but will not be posted online until the revised web site is operational.
<i>Review and revise high school Drawing & Design course, Multimedia Design and the Printmaking course.</i>		
<i>Develop updated syllabi and pacing/mapping guides.</i>		
<i>Identify and outline articulated K-12 vertical curriculum and course pathways for art studies in the Anchorage School District.</i>	Curriculum and course pathways for art studies completed.	<u>Initiative met:</u> Required and elective art program identified; 7-12 pathways identified.
<i>Higher student enrollment each year in AP art courses.</i>	District-wide course enrollment data.	<u>Initiative not met:</u> AP Art studio enrollment declined by 21 students and AP Art History enrollment declined by 18 students. When students elect for early entry into college programs and are accepted, students either elect to not take the exam because it doesn't help with their college entrance requirements, they may elect to finish high school early or not take demanding course. Suggested additional trained staffing and sections need to be provided in high schools to increase enrollment.
AP Art Studio and/or AP Art History offered at Service High School.	One AP art course offered.	<u>Objective not met:</u> Potential AP Art History teacher needs additional training; Student demand is to continue the "menu" approach to art course offerings, not a demand for AP Art Studio courses, and teachers need more training to build their knowledge and confidence levels.
<i>Annually collect increased AP course offering data, student enrollment by courses, schools and students who received a College Board rating, as outlined in the district's 6-Year AP Plan.</i>	Course enrollment/The College Board data.	<u>Initiative met:</u> Enrollment report collected shows 30 students enrolled in AP Art History, and 27 students enrolled in AP Art Studio, 2 or 3 D; 12 students completed the AP Art History exam and 18 students completed the AP Art Studio portfolio exam. (2D= Two Dimensional; 3D=Three Dimensional)

All AP art and higher level courses are taught with rigor and effective pedagogy.	AP Trained art teachers.	<u>Objective met:</u> Strong AP Art History and AP Art Studio courses are provided at Dimond HS; AP Art Studio is offered at West. Successful programs in both schools are guided by trained, experienced art teachers. Additional training is needed to expand the program to other high schools.
<i>Offer College Board professional development on AP Art History.</i>	One day-long training.	<u>Initiative partially met:</u> Funding not available district wide training, funding was provided through the district's AP grant to develop the AP Art History syllabus. This document was developed by invited art and world history teachers.
<i>Secondary art teachers, 6-12, and interested World History teachers learn updated content and strategies for the AP Art History course.</i>	AP Art History training.	<u>Initiative partially met:</u> Training funds provided via district 6-year AP grant. This was for a limited number of art/world history teachers, not all art teachers. Additional training is needed for 7-12 art teachers.
<i>Offer ASDSA course on collegial development and sharing for higher level high school art courses.</i>	Three courses offered to complement the curriculum.	<u>Initiative met:</u> Art Clay, Art Metals, both 2 credit courses, and Picasso Meets O'Keeffe, a one-credit course was offered over a span of eight days during ASDSA, June 2008.
<i>Vertical teaming overview training offered for 6-8 middle school art teachers and 9-12 art teachers.</i>	One full-day training.	<u>Initiative partially met:</u> Training was limited to part of a half day training, August 17, 2007, additional training is needed to fully implement the vertical teaming concept.
<i>Qualifications and expectations of AP Art Studio and AP Art History teaches posted online as part of AP and Higher Level Coursework Six-Year Plan.</i>	District AP self-evaluation rubrics.	<u>Initiative partially met:</u> Department recommendations identified; district self-evaluation rubrics not available.
Increase art teachers' technology skills and equal access to instructional software and equipment.	Needs assessment	<u>Objective met:</u> Needs assessment revealed secondary art teachers were equipped with computers and projectors or had access to a projector in their school. Elementary art teachers shared computers in their schools and very few had access to a projector for instructional use.
<i>A needs assessment will be administered to art teachers during the cross-district in-service day to determine technology equipment and technology training needs.</i>		
Expand introductory and higher level high school art course opportunities for students through the summer school enrichment program.	Add one new course.	<u>Objective met:</u> Art Studio was offered at Eagle River HS; pottery was offered the prior summer. A budget defined for summer school enrichment programs needs to be in place to expand options.
<i>Pottery and Art Studio offered.</i>	Course enrollment.	<u>Initiative met:</u> Pottery was offered at West High School for 21 students and Art Studio was offered at Eagle River H S. for 23 students.
<i>Plans for special topics offerings and for art career options for summer school: for example, Fiber Arts, Web Page Design in</i>	One course proposed.	<u>Initiative not met:</u> Both the KCC and Art Department summer school programs need constant funding to develop the program and long-range planning.

	<i>collaboration with KCC.</i>		
	<i>As a result of planning, add one special topics course to summer school offerings, to meet student's interests and explore art career options.</i>	One added course offered.	<u>Initiative not met:</u> A summer school enrichment budget is needed to contently offer quality experience for students. Currently the art courses have had to be self-sustaining to be offered during summer school.
	<i>Development of information on art and art related careers for the 21st century.</i>	Career poster.	<u>Initiative met:</u> Poster developed and distributed to each art teacher, K-12; art career posters and companion text provided each art teacher. List prepared for revised website.
	<i>Information for at least five art and art related careers posted online, including high school and post high school requirements to prepare for these careers.</i>	Five careers posted online.	<u>Initiative partially met:</u> A list of online resources was created and sent to art teachers. Teachers have shared this list with interested students and parents.
	<i>Follow-up training for teachers on posters and companion art career textbook at cross district in-service day and area wide meetings.</i>	Art career awareness trainings.	<u>Initiative met:</u> Career training was part of the August 17, 2007 district-wide training days, in addition to on-line communications and Art Curriculum Committee meetings.

Art Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

Objective/Initiative	Measure	Progress Report /Evidence of Progress
Increase student enrollment in middle and high school art classes each year.		
<i>Data collected by courses and schools reviewed annually. Baseline established 2006-2007.</i>	Enrollment data.	<u>Initiative met:</u> Data collected from each middle school and high school by each semester and reviewed for significant changes. Results were: Baseline for middle school 2006-2006=3,298 students, 2007-2008= 3,443 students, or a 145 student increase; high schools reported 4,116 students in 2006-2007 and 3,782 students for the 2007-2008 school, a 334 student decrease in enrollment.
Apply best practices, K-12.		
<i>Implement credit course and cross-district training, and ASDSA course offerings to support the ASD art curriculum.</i>		
<i>Story Telling & Technology, Dr. Jason Ohler (4th R.)</i>	Cross-district presenter.	<u>Initiative met:</u> Story Telling & Technology, presentation by Dr. Jason Ohler, was the focus of the August 17, 2007 in-service, The in-service supported interdisciplinary connections between art and language arts.
<i>ED590 Inquiry-Based Art Education, level 2008.</i>	ED590 Inquire-Based Art Education, level 2008 offered.	<u>Initiative not met:</u> Course wasn't offered due to lack of art teachers' lack of interest to attend specific instructional training on non-district time.
<i>Seven emergency art lessons, K-6 posed online to assist elementary principals. Additional seven emergency art lessons developed.</i>	Seven lessons completed.	<u>Initiative partially met:</u> Fourteen (14) emergency art lessons, K-6 were printed and distributed to elementary principals. Lessons will be posted on the revised web site.
<i>Provide new to district art teacher peer observations, K-12.</i>	Peer observations provided for first and second year art teachers.	<u>Initiative partially met:</u> Limited peer observations were provided as part of the district mentoring program. Additional observations opportunities were not available. Additional substitute funds need to be allocated for this initiative to progress.
<i>Continue year-long mentoring "Art Partners" as supplement to district mentoring program, K-12.</i>		

	Increase communications with schools administrators including online curriculum pathways, K-12.	Curriculum pathways developed online.	<u>Objective met:</u> Curriculum changes were reported. Pathways were developed online, and will be posted on the revised art curriculum web site.
	<i>Provide updates on K-6 curriculum frameworks to elementary principals, fall each year.</i>		
	<i>Provide update on middle school curriculum frameworks to middle school principals, each year.</i>		
	<i>Provide updates to Art I, Art II, Advanced Art, AP Art History courses to high school principals and secondary counselors.</i>	“Art Courses At A Glance” document.	<u>Objective met:</u> This document was developed specifically for counselors, students and parents to reference when planning art and art related pathways. Plans to post the document on the revised Web site are in place.
	The district’s art curriculum website provides instructional resources for K-12 art teachers.	Web site developed.	<u>Objective not met:</u> The intent is to upload significant documents to the art website for ready reference. The web site construction has been slow to happen due to the need for a web master to design the site and upload significant documents. While this remains a priority, additional staff is needed to bring this objective to fruition.
	<i>List of ASD K-12 art teachers by school posted on Web site.</i>	List of art teachers and school assignments listed.	<u>Initiative met:</u> A list of art teaches and school assignments appear on the old Web site.
	<i>Refine online “master” lesson templates, K-12, and post them online.</i> <i>At least three exemplary elementary art curriculum core lessons posted on Web site for art teachers.</i>	Three templates designed, one for each level.	<u>Initiative partially met:</u> A number of templates have been created and tested, however, none has been compatible for the elementary lesson format. The process continues and this may be resolved soon with elementary art teachers using the same equipment and programs.
	<i>Art instructional resources, K-12, posted on Web site.</i>	Site updated with new information.	<u>Initiative partially met.</u> Web master is needed to assist with the site.
	Support the hiring of highly qualified art teachers, K-12. <i>Conduct Performance Art interviews.</i>	Number of qualified art teachers reviewed, K-12.	<u>Initiative met:</u> Eleven performance reviews were conducted; 4 art teachers hired--three for the regular art program and a full-time art teacher for Mt. Iliamna.
		Two Middle School art teachers hired.	<u>Initiative met:</u> Art teachers for Wendler MS and Central MS were hired. In addition Romig MS filled a vacant position and all elementary schools were staffed with a qualified art teacher.

<p>Collaborate with the Purchasing Department to assure appropriate nontoxic materials and equipment is provided in schools, K-12.</p> <p><i>Field test materials and supplies for the Purchasing Department every year or as needed. Make recommendation to Purchasing Department.</i></p>	<p>Materials field tested.</p>	<p><u>Objective and initiative met:</u> Three recommendations for art supplies were forwarded to the Purchasing Department. Ineffective materials received from the district's List I catalog were reported to the Purchasing Department.</p>
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Art Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	District's art curriculum Web site includes information for parents and community.		
	<i>District's art curriculum Web site provides updated art teacher name/location list, art career information, and K-12 curriculum pathway.</i>	Grading poster printed. Art and art-related careers poster printed.	<u>Objective and initiative partially met:</u> A grading poster was created by the Elementary Art Advisory Committee, printed and distributed to elementary art teachers. Other specialists requested the poster for use in their programs. The poster will be posted on the website as the site is being developed. Also, an art and art-related careers poster was printed and will be posted on the revised Web site.
	Increase student participation K-12 in art displays and exhibitions.		
	<i>Display student art works at the Anchorage Museum at Rasmuson Center, during March in celebration of YAM, recognition of visual art education in schools, and to showcase student creative development from all enrollment areas and levels.</i>	Museum exhibition.	<u>Initiative met:</u> 35 th celebration to commemorate visual arts in the district took place at the museum March 8-April 6, 2008; exhibition reception occurred Wednesday, March 19, 2008, 6:00pm-8:00pm.
	Increase student participation in art scholarship competitions.		
	<i>Provide information to art teachers on opportunities for students to compete for scholarships: Regional/National Scholastic Arts, ASAA, the Congressional Awards, National Art & Talent Competition.</i>	Information disseminated for five competitions.	<u>Initiative met:</u> Information for the ASAA (state art competition), Scholastic Arts and the Congressional Awards was disseminated to middle and high school art teachers. Appropriate competitions were forwarded to art teachers throughout the school year for interested students. 12 artworks were sent to Juneau for Art In The Capitol. The Dream-makers competition information was sent to all elementary art teachers. Secondary art teachers were informed of Scholastic Arts and the National Art & Talent Competition, both opportunities provided scholarship opportunities for post high school studied.
	Increase community art partnerships/collaborations including, but not limited to the following: Anchorage Museum at Rasmuson Center, Alaska State Arts Council, University of Alaska Anchorage, Alaska	One additional collaboration.	<u>Objective met:</u> The district-wide student art reception, held at the Anchorage Museum, was funded by ConocoPhillips; student artworks continue to be on display at the International Airport through the end of this school year. The University of Alaska received the art department's library collection a year ago.

	Pacific University, Native Heritage Center and Ted Stevens International Airport.		
	<i>Seek corporate sponsorship for the annual student exhibition reception at the museum in March.</i>	One sponsor.	<u>Initiative met:</u> ConocoPhillips fully funded the annual student exhibition reception, including refreshments and entertainment expenses.
	<i>Propose Scholastic Arts "Preview Day" with the University of Alaska Anchorage art department in conjunction with the Regional Scholastic awards presentations.</i>		
	<i>Retain UAA representation on the Art Curriculum Committee.</i>	Two representatives.	<u>Initiative met:</u> One UAA member represents the Art Department, the second representative is from the Education Department.
	<i>Participate in the Alaska Arts Council's Education Action plan in support of a high school graduation requirement in the Arts/Native Arts.</i>	Action plan committee.	<u>Initiative met:</u> After two meetings, the Arts Council tabled the graduation requirement initiative and will resume action in the future.
	<i>Provide representation for the district's high school graduation requirement review committee, until complete.</i>	Identify a two-member district review team.	<u>Initiative met:</u> Two secondary art teachers were identified to participate on the graduation requirement review team, one from Chugiak High School and one from Dimond High School.
	<i>Identify two Anchorage art education representatives for the Alaska State Arts Council's Education Action plan to develop the state arts GLE's.</i>	Two representatives identified.	<u>Initiative met:</u> Two art teacher representative, one elementary and one secondary were identified to work on the state art GLE's committee with the State Arts Council.
	Develop an approved community art and art-related careers presentation bank and speakers' bureau.		
	<i>Work with the Art Curriculum Committee to identify community members for the presentation bank and speakers' bureau.</i>	One list with five or more presenters.	<u>Initiative met:</u> The initial goal was met; however, this will be an on-going list as it changes annually.
	<i>Provide art teachers updated list of presenters.</i>		
	Advocate a case for the arts as a vital component of a child's total education.	YAM brochure/posters/program.	<u>Objective met:</u> Although this objective was met for the 2007-2008 school year as stated, this is an ongoing goal to address each school year.
	<i>Create a brochure to increase communications about the district's K-12 art program, and the importance of the arts.</i>	Brochure developed.	<u>Initiative partially met:</u> The brochure is in the development state, including an insert for each school art program to personalize the information. The art program is not textbook oriented, therefore, curriculum visual instructional materials, and support materials take additional man power to create the vision and produce the end product in a timely manner.

Assessment and Evaluation Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
	Student data is disaggregated and accurate, by NCLB-defined student groups, schools, and classrooms.	<p>Annual Profile of performance to provide district and site data. Student/school level data available to teachers through the Assessment Reporting System.</p> <p>Production of Adequate Yearly Progress (AYP) tables aligned with state format and district to show achievement related to AYP as required by NCLB regulations and guidance.</p>	<u>Objective met:</u> Production and presentation of annual <i>Profile of Performance</i> to provide district and school data presented on October 27, 2008. The <i>Profile</i> provides data on the progress toward achieving the board goals. The department collaborated with EED to align the data for AYP tables and continued development and refinement of the Assessment Reporting System. A&E also provided an analysis of historical data by SBA subject and strand to each of the schools at the beginning of the 2008-09 school year.
	<i>Collaborate with IT, Human Resources, and EEO to provide the opportunity for students and staff to reselect ethnicity codes based upon the new criteria outlined by EED and the federal government and begin reporting data by new codes.</i>	The new race/ethnicity codes are used in reporting for students and staff for all 2007-08 data.	<u>Initiative met:</u> Both AYP and data reported in <i>the Profile of Performance</i> for the 2007-08 school year used the new race/ethnicity codes.
	<i>Work collaboratively with IT and the Student Information System (SIS) project manager to ensure new SIS addresses data needs for state reporting and accountability requirements.</i>	The new SIS is set up to collect data for all EED reporting requirements.	<u>Initiative partially met:</u> The implementation of the new SIS was delayed for a year but A&E's director has served on the leadership team to identify reporting elements and business rules for collecting and reporting data as we transfer to the new system.
	Teachers access SBA, Benchmark, HSGQE, TerraNova and ELPA scores and reports via the district's Assessment Reporting System (ARS) for planning instruction.	Ongoing refinements and implementation of Assessment Reporting System to present individual student data at school and classroom level for teachers and administration.	<u>Objective partially met:</u> The addition of the standard reports by school was incorporated into ARS during the summer for the 2008-09 school year. The continued refinement of reporting was limited because of understaffing in the programmer position.
	<i>Teacher accessibility to test scores reported on Assessment Reporting System (ARS).</i>	The state-required assessments are available to the classroom teacher with various sorting functions to assist teachers in guiding their instruction.	<u>Initiative met:</u> All of the state-required assessments are reported on ARS and teachers have access to students assigned to them through their homeroom or master schedule. The system has various sorting capabilities that teachers can use to analyze their data and guide instruction.
	<i>Data reported on ARS that will not be available through the Zangle will be identified.</i>	Assessment module on Zangle in place and complements ARS.	<u>Initiative not met:</u> Assessment module on Zangle will not be part of the system when implemented. A&E will be working with the Zangle team in 2008-09 to determine how ARS will be incorporated into the SIS

	<i>Reporting phase available to schools to disaggregate current enrollment at class and building level.</i>	ARS functionality in place where administrators can build specific reports to meet their needs.	<u>Initiative partially met</u> : Due to understaffing in the programming position and the uncertainties of the reporting capabilities of Zangle, the development of the reporting phase has not moved forward. A&E did add historical status reports on ARS that principals can access.
	Support Curriculum and Instruction as they incorporated standards-aligned assessments into their curriculum.	Standards-aligned assessments in the core curriculum areas.	<u>Objective met</u> : A&E has worked very closely with Curriculum and Instruction in 2007-08 and has an Integrated Assessment 6-year plan in place that outlines are common work. The initiatives outlined in this plan on are track.
	<i>Continued refinement of ELPA reports.</i>	The reporting codes of English Language Learners is on ARS so teachers know the status of the student—served, refusing service, monitor status and the language level.	<u>Initiative not met</u> : Due to the understaffing in the programming position and the difficulty in accessing the data readily in the current system, this project has been put on hold until Zangle is implemented.
	<i>Reporting phase for Accuplacer refined based upon needs identified by H.S. Education and staff.</i>	Accuplacer reports available on ARS.	<u>Initiative met</u> : Programming in place to report accuplacer scores.
	<i>Reports generated from the math placement component refined based upon teacher/counselor feedback.</i>	Math placement module in place on ARS.	<u>Initiative met</u> : Refinements were made based upon feedback from teachers through the middle school math support teacher and the math supervisor.
	<i>Continue refinement of SBAR component that will be available on ARS for use with the pilot schools.</i>	Programming in place for SBAR component agreed upon for the initial pilot.	<u>Initiative met</u> : All components identified in the planning stage for the pilot are in place and being used by pilot teachers.
	<i>Writing Effective Assessments initiative continued with support from A&E, curriculum and teacher leaders to provide professional development to teachers.</i>	Course offered and attended by ASD teachers.	<u>Initiative met</u> : There were two sections of Writing Effective Assessments I and two sections of Writing Effective Assessments II offered during the 2007-08 school year supported with addenda for the teachers to participate.
	<i>Continued work by integrated assessment committee to further refine ASD's integrated assessment system.</i>	6-year plan in place for integrated assessment.	<u>Initiative met</u> : The Integrated Assessment Committee met monthly for the past two years and continuous progress has been made on refining our initiatives. The work outlined in the plan is on track and has representation from instructional departments and all core curriculum areas.

Assessment and Evaluation Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
	Support district programs and instruction by providing program evaluation services and respond to specific data requests.	Data requests completed.	<u>Objective met:</u> The department receives multiple data requests each month and was able to respond to all data requests during the 2007-08 school year.
	<i>Work collaboratively with the instructional division to identify program evaluation needs for current year and provide program evaluation services.</i>	Program evaluation and survey requests completed.	<u>Initiative met:</u> The department conducted multiple surveys and completed data analysis for several departments throughout the 2007-08 school year. The demand in this area increases yearly and the department was challenged to meet the demand.
	<i>Develop guidelines to assist schools and district programs design, administer and interpret surveys.</i>	Guidelines in place for schools and district programs to use.	<u>Initiative met:</u> Survey 101 is the publication A&E staff developed to provide guidelines to assist schools and district programs. It is posted on the department's Web site.

Assessment and Evaluation Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

	Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
	Produce annual Profile of Performance reporting progress of board goals.	<i>Profile of Performance</i> and approved school board goals.	<u>Objective met</u> : The annual Profile of Performance for the 2007-08 school year was completed and presented to the ASD School Board on October 27, 2008. Additional tables added to reflect board goals. The SBA trend data reported by subject and by strand with four years of historical data from the Standards Based Assessments.
	<i>Review and update reports produced in the Profile of Performance that reflect the information needs and requests of the district and state.</i>	<i>Profile of Performance.</i>	<u>Initiative met</u> : A&E worked collaboratively with Bob Peterson from IT when running tables to ensure that we were aware of any changes in the data sources made by IT. Additional reports were developed to reflect new board goals and current reports adjusted to reflect new race/ethnicity student groups.
	<i>Collaborate with district Administration, the board, programs and schools to review and/or revise board goals that will be measured in the annual Profile of Performance.</i>	Approved ASD Board Goals.	<u>Initiative met</u> : A&E worked directly with the Assistant Superintendent and the instructional division to review the board goals and make recommendations for additions and/or changes. The goals for the 2007-08 school year were approved by the school board on August 27, 2007.

Careers & Technology Education Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Increase annual student achievement with C&TE-related literacy, math and occupational skills.</p> <p><i>National, state, and local performance standards specific to C&TE are updated and maintained into course curricula, annually.</i></p>	<p>State Department of Education and Early Development Carl Perkins Federal grant. The Carl Perkins Federal grant report contains such data as:</p> <p>--HSGQE pass rates and achievement levels for students who participate in, concentrate in, and complete C&TE Board-approved programs.</p> <p>--Number of students who concentrate in C&TE programs who receive diplomas.</p> <p>--Number of students in C&TE programs, including students who earn nationally certified occupational certificates, such as National Center for Construction Education Research (NCCER).</p> <p>The annual Carl Perkins Federal report tracks data from year to year, starting with 2000 base line data. New data base lines to be established.</p>	<p><u>Objective partially met.</u> With grant funds, all course updates are complete with curriculum and performance standard alignment. Results were submitted to DEED to meet the 2008-2009 Carl Perkins grant approval requirements.</p> <p>New ASD plan for Perkins requirement was developed and approved.</p> <p>New definitions for career clusters, concentrators and completers were established.</p> <p>New definitions were established for Tech/Prep credits.</p> <p>All C&TE courses were re-categorized from “sequence of studies” to “career clusters pathways.”</p> <p>Career & Technical Education Programs of Studies (CTEPS) were developed to include middle school to employment pathways.</p> <p>Student participation in C&TE courses increased by 5% (47%-52%). This was largely due to the after-school and summer school options provided by the Construction Academy.</p>
<p>Every C&TE course curriculum references Alaska content, employability, occupation skills, and cultural standards and performance Standards.</p>	<p>Curriculum documents, including performance standards.</p> <p>New Carl Perkins IV authorization required the development of new definitions for the next 5 years.</p> <p>DEED has not yet provided its State report for 2007-2008.</p>	<p><u>Objective met.</u> This was met in previous years.</p>

	<i>Work with Instructional Division to integrate employability skills into the Districtwide programs K-12.</i>	New courses.	<u>Initiative met.</u> Working with the literacy department, a new course “Writing in the Workplace” was developed and piloted at KCC. The course integrates technical writing skills into actual occupational experiences. The course will be available across the district by 2009.
	<i>Each year an increasing number of C&TE courses and teachers will be linked with business and industry partners.</i>	Staff Training and In-service.	<u>Initiative met.</u> Career education staff facilitated more than 24 business and industry training activities. 70% of C&TE teachers actively participated in voluntary training. Teachers established new School Business Partnerships. Increased involvement of business and industry with ASD activities, including advisory connection, conferences and teacher visitations. All KCC -C&TE programs are required to maintain Business & Industry advisory boards.
	All C&TE curriculum reflects focus on 21st Century Alaskan workforce skills.	Curriculum documents’ annual update shows focus on current and emerging skills New curriculum and programs are directed to 21 st Century workforce skills.	<u>Objective met.</u> All C&TE teachers are provided supplemental professional training. Many courses established new curriculum alignment. Carl Perkins funds support eight teacher specialists and facilitators. 21 st Century skills were provided in new courses and programs: Engineering, Surveying, and Logistics. 21 st Century training activities included: Distance delivery training via video-conferencing, expanded Materials Science and Construction Trades – National certificates, on-line occupation/academic assessment with WorkKeys and Win program software.
	Every C&TE program at King Career Center will have a business and industry partnership.	Annual Carl Perkins Staff Survey Data.	<u>Objective met.</u> All KCC-C&TE programs are required to maintain Business & Industry advisory boards. Teachers are forming new career clusters groups to share common B&I partnerships.

Careers & Technology Education Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
	<p>Decrease student dropout rate while increasing student graduation rate though C&TE participation, concentration and completion.</p>	<p>State Department of Education and Early Development Carl Perkins Federal grant. The Carl Perkins Federal grant report contains such data as:</p> <ul style="list-style-type: none"> --HSGQE pass rates and achievement levels for students who participate in, concentrate in, and complete C&TE Board-approved programs. --Number of students who concentrate in C&TE programs who receive diplomas. --Number of students in C&TE programs, including students who earn nationally certified occupational certificates, such as National Center for Construction Education Research (NCCER). 	<p><u>Objective partially met.</u> Alaska Department EED did not provide a State report on Perkins III.</p> <p>With reauthorization of Perkins IV in 2007 new definitions, measurements and goals will be established in 2008-2009. Base lines will be established based upon newly defined targeted assessments and outcomes. Perkins IV is a five year authorization.</p> <p>Fifty-two percent of all ASD students completed at least one C&TE class. The total number of students completing at least one C&TE course increased by 5% over previous year. The increase is largely due to new opportunities provided in after-school and summer school classes.</p>
	<p>Increase graduation rates by 2% over baseline. [Baseline data are in alignment with Federal Carl Perkins target goals].</p>	<p>The annual Carl Perkins Federal report tracks data from year to year, starting with 2000 base line data. The Carl Perkins guidelines require an annual percentage increase of +2%- in each of eight (6) Federal Carl Perkins targeted goals, each with 15 demographic categories.</p>	<p><u>Objective not met.</u> Data not available from DEED.</p>
	<p>Increase student retention in high school with continuance to post secondary programs every year.</p> <p>Increase tech/prep opportunities and student enrollment across C&TE areas.</p>	<p>State Department of Education and Early Development Carl Perkins Federal grant report.</p> <p>Graduation rates as shown in Carl Perkins report.</p> <p>Increase in number of high school/post-secondary articulation opportunities for students.</p> <p>Increase in number of students in those</p>	<p><u>Objectives met.</u> 1100 students earn more than 1900 UAA tech prep credits.</p> <p>139 students earn tech prep credit with trade organizations.</p> <p>New tech prep articulation is established with Charter College.</p> <p>Tech/prep articulations are maintained with Wayland Baptist University and Skagit College of Mt. Vernon Washington.</p> <p>291 students earn national construction trade industry certifications</p>

		tech/prep programs. Increase in number of earned tech/prep credits.	35 graduates complete construction trade institute 74 students are hired by contractors at first Employer Hiring Fair, sponsored by the ASD/DOL career guide program.
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Careers & Technology Education Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Adhere to Carl Perkins IV Grant guidelines and mandates.</p>	<p>Documentation - Grant assessments and reports.</p>	<p><u>Objective met.</u> The Carl Perkins report was submitted on time, along with the 2007--2008 grant proposals. All aspects of the report were successfully addressed. New Perkins IV reauthorization required new definitions, alignments. New data base lines will be established in 2008-2009</p>
<p>Make C&TE Programs more relevant and in alignment with local and state workforce needs.</p>	<p>Curriculum development activities, pilots and adoptions.</p>	<p><u>Objective met.</u> ASD C&TE staff worked closely with industry leaders to procure state operating funding for the continuing Alaska Construction Academy. The Anchorage Construction Academy was the model for the new state-wide Academy. ASD registered 2026 students for construction trade and related classes. ASD increased after-school opportunities for ASD students as well as adult night school. Six hundred forty-three (643) students completed trade classes with 291 earning industry certifications. All the Academy performance measures were exceeded.</p> <p>Expansion of Academy included new middle school activities</p> <p>New engineer academy at Dimond and Pre-Engineering exploratory courses are developed. Students enrolled in new program this year.</p> <p>New Logistics course is piloted at Chugiak High to model UAA program.</p> <p>New health care course is developed and opens at Service High School. KCC also pilots new health care PCA training course after-school.</p> <p>CTE continues to support and develop the WorkKeys and Win work-ready programs.</p>
<p><i>Support the C&TE Community Advisory Council's effectiveness through the promotion of Council's Mission and Goals.</i></p> <p>Increase attendance and involvement in Advisory Council activities by 5%.</p> <p><i>Collaborate in joint initiatives with such organizations and groups as: Anchorage Economic Development</i></p>	<p>Community activities, Council involvement, Community-Business participation.</p>	<p><u>Objective and initiatives met.</u> Council attendance and involvement increased by more than 10%. Community member attendance now exceeds 100 at each event.</p> <p>Career & Technology Education Advisory Council includes 64 members and as many community guests at each event. Three Council luncheon meetings were held where more that one hundred community and educators engaged in discussions concerning curriculum and community needs. Many of the C&TE Advisory Council members played very active roles in the District's budget advisory</p>

	<p><i>Commission, Anchorage and Eagle River Chambers of Commerce, and Municipal Educational Workforce Advisory Commission.</i></p> <p><i>Continue active membership and involvement with such statewide initiatives as Alaska Business Education Compact, Alaska Tech Prep Consortium, and Vocational Training and Education Providers.</i></p>		<p>activities. Advisory members were instrumental in procuring over a million dollars in grant funds.</p> <p>Office of C&TE is active in local and state organizations.</p> <p>C&TE programs are target recommendations for the Alaska Gas Initiative Active – Training plan.</p> <p>Teacher Business Safaris continues with more than 30% of C&TE teachers participating.</p> <p>New tech prep agreements were completed and others were initiated. Alaska Tech Prep Consortium activities continued. ASD currently has college articulated agreements with UAA, UAF, Skagit College, Charter College, Wayland University, Art Institute of Seattle and Alaska Trade Organizations.</p>
	<p>In response to business and industry recommendations, establish new curricula to meet long term Alaskan workforce employment forecasts (e.g., health/medical technology, public safety and security, process industries).</p> <p>Student enrollment in Materials Sciences and Construction Trades course increased by 50% over FY 2005-2006.</p>	<p>Curriculum development activities, pilots and adoptions.</p>	<p><u>Objectives met.</u></p> <p>New courses were developed and completed for after-school programs at comprehensive high schools.</p> <p>Four hundred sixty (460) students enrolled in after-school and summer school C&TE courses.</p> <p>Six hundred forty-three (643) in student enrollment and completion of MSCT courses, for an increase of 35% following the previous year's 105% increase.</p>

Communications Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
	<p>Increase awareness of academic successes within the Anchorage School District as measured by the community satisfaction phone survey.</p> <p>Performance satisfaction at 69%.</p>	Annual community satisfaction survey.	This data comes from the annual community satisfaction survey, which will be performed during the week of November 7 th , 2008.
	<i>Continue relationships and communication with local media.</i>	Evidence of relationship with media.	<u>Initiative met.</u> A recent communications audit by the Council of the Great City Schools audit found that "The Communications Department and the school system should be commended for...building an exceptional relationship with the news media."
	<i>Develop monthly communication with key communicators.</i>	Inside ASD. In The Zone. Spread the Word. All Exchange Users e-Mails.	<u>Initiative partially met.</u> Key communicators receive Inside ASD and other ASD news, when appropriate.
	<p><i>Publish annual AYP report.</i></p> <p><i>Publish annual report to community.</i></p> <p><i>Publish and mail annual school report card brochures to each parent household.</i></p>	<p>AYP Report.</p> <p>Expect the Best.</p> <p>School Report Card brochures.</p>	<p><u>Initiative met.</u> Annual AYP report published August 2007.</p> <p><u>Initiative met.</u> Annual Expect the Best publication inserted in Anchorage Daily News in November 2007. An overrun of 20,000 copies was made available at ASD facilities</p> <p><u>Initiative met.</u> Report Cards for each school were delivered to households in Fall 2007.</p>
	<i>Produce bi-weekly Channel 14 highlights of school and district programs and curriculum.</i>	Channel 14 Schedule.	<u>Initiative partially met</u> Channel 14 produced many PSAs and several episodes of Spotlight on ASD that highlighted school and district programs and curriculum, but programs were not produced bi-weekly.
	<i>Host Spotlight and other programming on Web. Consider student interns.</i>	Channel 14 Web page. Video on Demand.	<u>Initiative met</u> The ASD website features podcasts of many ASD programs, including Spotlight. Channel 14 briefly used a student intern, and students also periodically shadow Channel 14 staff for one to two days at a time.
	<i>Work with Zangle project team to promote usefulness of Zangle (staff focus first).</i>	Inside ASD. Spread the Word.	<u>Initiative met</u> Communications team worked with Zangle project Manager Mary McKean to disseminate information on the upcoming Zangle rollout.

		District Connection.	
	Provide support to classroom learning through Channel 14 and Web based programming.	Broadcast record. ASD web site video archives and video on demand.	<u>Objective met.</u> Shows such as CNN Student News, Miss Mimi's Music Room, Amazing Animals, and NASA Destination Connect serve as valuable resources for teachers. The ASD website features podcasts of many of the programs and PSAs aired on Channel 14.
	<i>Work with curriculum depts. to integrate lessons with web and TV resources as with Serum Run.</i>	Collaborative projects with curriculum departments.	<u>Initiative partially met.</u> Communications is currently working with the Social Studies department to televise the Colonial Williamsburg Electronic Field Trips series and have provided color brochures to interested parties.

Communications Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
	Establish and build a stronger Anchorage School District identity through staff communication with the community.	Annual customer satisfaction survey.	<u>Objective not met.</u> The 2008 customer satisfaction survey showed a decrease in the number of respondents who reported receiving information from principals, teachers, and other ASD staff.
	Increase the number of community members receiving “information from principals” to 50%.	Annual customer satisfaction survey.	<u>Objective not met.</u> The 2008 customer satisfaction survey shows 47% of respondents report receiving information from principals. This is a decrease from the 2007 survey, in which nearly 50% of respondents reported receiving information from principals.
	Increase the number of community members receiving “information from teachers” to 70%.	Annual customer satisfaction survey.	<u>Objective not met.</u> The 2008 customer satisfaction survey shows 64% of respondents report receiving information from teachers. This is a decrease from the 2007 survey, in which just over 70% of respondents reported receiving information from teachers.
	Increase the number of community members receiving information from “other staff” to 45%.	Annual customer satisfaction survey.	<u>Objective not met.</u> The 2008 customer satisfaction survey shows 42% of respondents report receiving information from other district employees. This is a decrease from the 2007 survey, in which just over 48% of respondents reported receiving information from other district employees.
	<i>Continue use of “Spread the Word” toolkit for administrators</i> <i>Develop opportunity to share “best practices.”</i> <i>Continue training in school messenger to reach 50% of schools with tool.</i>	Spread the Word packets. Spread the Word packets. School Messenger user lists and usage history.	<u>Initiative met.</u> A new “Spread the Word” topic is presented at each General Leadership meeting. <u>Initiative partially met.</u> “Spread the Word” has been used to promote best practices, but additional opportunities have yet to be developed. <u>Initiative met.</u> 85 schools have access to school messenger. 78 of those schools have logged in to the school messenger system. New user and refresher training for school messenger will be conducted on an on-going basis.
	<i>Provide ongoing customer service training to principals and support staff.</i>	Principal Interns presentations. New employee orientation presentations.	<u>Initiative met.</u> Presentations given at Principal Interns training and all new employee orientations.
	<i>Continue creation of high school overview/welcome videos.</i>	Welcome Videos.	<u>Initiative not met.</u> Videos to be continued in 2008-2009 fiscal year.

	<i>Work with TOTEM to develop small group support staff meetings on Elluminate and pilot.</i>	Small group meetings.	<u>Initiative not met.</u> Meetings have not occurred.
	<i>Host two town meetings with employees.</i>	Employee town meetings.	<u>Initiative not met.</u> Meetings have not occurred.
	<i>Develop on-site district bulletin board for units, pilot.</i>	District Bulletin boards.	<u>Initiative not met.</u> Although bulletin boards are used in break rooms, they are not specific to any units.
	<i>Pilot district blogs on topics for employees</i>	Topical blogs.	<u>Initiative not met.</u> No blogs were created during the 2007-2008 school year.
	<i>Continue Quyana (thank you), Denali (excellence), North Star (retirement) and service recognition programs. Continue School Board recognition of outstanding staff achievements.</i>	Quyana submissions and recognition. Denali submissions and recognition. North Star submissions and recognition.	<u>Initiative met.</u> The Quyana program has been extremely popular, with approximately 15 nominations received each month. The Denali awards are given twice per year. North Star recognition is given on an as-needed basis. Staff are regularly recognized at school board meetings.
	<i>Continue monthly advertisement in Anchorage Daily News.</i> <i>Create plan to expand to new media. Pilot.</i>	Monthly "big ad" in ADN. Streaming videos. Podcasts. Blogs. Text Messaging.	<u>Initiative met.</u> A full-page ad runs each month in the Anchorage Daily News, typically on the first Saturday of the month. <u>Initiative partially met.</u> Although no formal plan exists, Communications has implemented the use of podcasts and video to go on Channel 14. A formal plan will be drafted during fiscal year 2008-2009.

Communications Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	<p>Increase communication with diverse parent, student and citizen groups.</p> <p><i>Work with Culturally Responsive Schools Committee to create info packet on CRS.</i></p>	<p>Culturally Responsive Education packet. Spread the Word presentation. Instructional Support Department web page.</p>	<p><u>Objective met.</u> Created an in-depth information packet on the Culturally Responsive Education initiative and presented to the General Leadership as a Spread the Word topic and included exercises for principals and supervisors to conduct with their staff. Also created a CRE link from the Curriculum and Instructional Support Department Web page that provides comprehensive information on the initiative.</p>
	<p><i>Encourage Districtwide recognition and celebration of cultures represented in the Anchorage School District student population; particularly cultures which predominate, such as Hispanic/Latino, American Indian/Alaska Native, Filipino, African American, and Samoan.</i></p> <p><i>Examples of projects could include:</i></p> <ul style="list-style-type: none"> <i>--Participation in Mayor's Diversity Week and other citywide events.</i> <i>--Support for community initiatives such as: American Indian/Alaska Native Heritage Month, Black History Month and others.</i> <i>--School Board resolutions honoring contributions of local cultures.</i> <i>--Specific instructional programming on Channel 14.</i> <i>--Web resources.</i> 	<p>Inside ASD. In the Zone. All Exchange Users E-mails. American Indian/Alaska Native Heritage Month packets. ASD Intranet. Channel 14 School Board Resolutions.</p>	<p><u>Initiative met.</u> Used employee newsletters, Inside ASD and In the School Zone, to relay information about Mayor's Diversity Month, including recognition of ASD employees by the Mayor's Office, and other citywide events, such as Black History Month and Martin Luther King Day.</p> <p>Used print and Web vehicles to promote American Indian and Alaska Native Heritage Month in multiple ways. The ASD Intranet featured a document from which employees could schedule special guests and speakers in their classroom on the Web site with instructions. Throughout the month, Communications publicized the events and included quotes and other information related to Alaska Native culture.</p> <p>Stories for the newsletters, Channel 14 and the Web site were generated relating information about the demographic changes in the district, the district's effort to close the achievement gaps between ethnic groups and the diversity of its own workforce.</p> <p>Prepared a number of resolutions recognizing contributions by local cultures, such as American Indian and Alaska Native Heritage Month and Mayor's Diversity Month.</p>
	<p><i>Create executive advisory board.</i></p>	<p>Advisory board meetings and minutes.</p>	<p><u>Initiative not met.</u> Communications has identified numerous potential board members. Advisory board will be created during FY 2008-2009.</p>
	<p><i>Continue to develop and implement strategies to reach diverse groups.</i></p> <p><i>Add regular communication to faith community.</i></p> <p><i>Add regular communication to community councils.</i></p>	<p>Meetings with community groups. Publications to community groups. Information in community group publications.</p>	<p><u>Initiative not met.</u> This initiative will be advanced during FY 2008-2009.</p>
	<p>Maintain Website usefulness rating at 83%.</p>	<p>Annual Community Satisfaction Survey.</p>	<p><u>Objective met.</u> The 2008 community satisfaction survey showed that 88% of respondents felt the website was either "highly useful" or "moderately useful."</p>

	<i>Develop plan to unify and simplify school Web sites..</i>	School Web Sites. Community Satisfaction Survey responses on website usefulness.	<u>Initiative partially met.</u> Communications has identified that a web content management system is the most effective way to unify and simplify school web sites. Several CMS vendors submitted responses to an RFI, which will be evaluated during FY 2008-2009 to develop criteria for an RFP.
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Cultural Responsiveness Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
	<p>Imbue Cultural Responsiveness standards and approaches throughout curriculum and instruction, K-12.</p>	<p>Evidence of cultural responsiveness standards and strategies integrated into curricula, programs and practices.</p>	<p><u>Objective partially met:</u> Curriculum guides and revisions, alignments with adopted curricular materials have integrated Culturally Responsive (CR) standards, resources and strategies. The Social and Emotional Learning (SEL) standards are embedded within the Culturally Responsive Education Continuum (CREC).</p> <p>High School Initiatives: Transition classes, Change of Heart, East and Bartlett SEL curriculum materials created and provided, principals directly involved with Culturally Responsive CR/SEL coaching and professional development, specific curriculum infused with SEL at Service Freshman Academy.</p> <p>Middle School Initiatives: Two CR/SEL middle pilot schools, alignment of Aggressors, Victims & Bystanders (AVB) with CR/SEL standards.</p> <p>Elementary School Initiatives: Health/SEL specialist positions at elementary division added. All school mini-grant applications must be specifically aligned with School Climate and Connectedness survey and CR/SEL standards. Gifted Department sponsors class biannually on integrating Social Studies and LA curricula with differentiation. Success for All training hosted at ASDSA includes CR lessons.</p>
	<p><i>Develop the CREC to assist in measuring culturally responsive practices in the district school/classroom.</i></p>	<p>Culturally Responsive Education Continuum.</p>	<p><u>Initiative partially met:</u> The CREC developed. Initiative to systematize CREC as standard for measuring cultural responsiveness is planned for 2008-09. The CREC will be reviewed and updated.</p>
	<p>Social and Emotional Learning component of the Standards Based Assessment Reporting (SBAR) system intentionalizes cultural responsiveness.</p>	<p>Implementation of the Social and Emotional Learning SBAR pilot initiative.</p>	<p><u>Objective met:</u> The Culturally Responsive standards have been meshed with Social and Emotional Learning standards. An SEL committee of teachers worked with Dr. Robert Marzano to create rubrics and faceplates for the K-6 SEL standards. A pilot implementation took place in 2007-08.</p>
	<p><i>Training on the Social and Emotional Learning component of Standards-Based Assessment Reporting intentionalizes cultural responsiveness.</i></p>	<p>Social and Emotional Learning/SBAR training.</p>	<p><u>Initiative not met:</u> Elementary district-wide training on SEL/SBAR is scheduled for in-services on 10/31/08 and 3/27/09.</p>

	<i>Pilot SEL rubrics and faceplates with identified elementary teachers.</i>	Pilot of SEL rubrics and faceplates.	<u>Initiative met:</u> The SEL rubrics and faceplates piloted with 18 pilot teachers and 18 pilot partners.
	<i>Curriculum content areas incorporate CR/SEL standards.</i>	Curriculum guides, Alaska employability skills, CR/SEL standards aligned with adopted materials.	<u>Initiative partially met:</u> The Alaska employability skills are crosswalked with the CR/SEL standards. The Great Body Shop, EveryDay Math, Aggressors, Victims & Bystanders, and Houghton Mifflin curricula have been aligned with Cultural Responsiveness/SEL standards.
	CREC criteria are part of the curriculum renewal/adoption process.	CREC criteria infused in curriculum renewal/adoption rubrics.	<u>Objective met:</u> Student, Teacher, Content and Assessment rubrics designed and applied. Current research in CR instructional practices was utilized in rubric construction.
	<i>Cultural Responsiveness criteria are used in evaluating curriculum materials for middle school Language Arts, middle school and elementary math.</i>	Rubrics incorporating CR/SEL criteria.	<u>Initiative met:</u> Rubrics with implicit CR/SEL criteria were used to evaluate materials in middle school, elementary and high school materials.
	<i>Rubrics incorporating Cultural Responsiveness criteria are developed and used in evaluating curriculum materials for content area adoptions.</i>	Rubrics incorporating CR/SEL criteria.	<u>Initiative partially met:</u> Middle school Language Arts and Language Arts 9 reviews incorporated respective rubrics. Rubrics with infused CR/SEL standards will be used in all curriculum reviews.
	<i>CREC is utilized as a reference in developing curriculum guides.</i>	Curriculum guides.	<u>Initiative partially met:</u> As guides are created, reviewed, and updated the, CREC criteria are included in differentiated lesson plans, assessments and instructional strategies. For example, Language Arts 9-11.

Cultural Responsiveness Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	Cultural responsiveness is a lens through which every District initiative is focused.	Evidence of systemwide communication.	<u>Objective partially met:</u> Spread the Word included Culturally Responsive materials, Support Staff meetings addressed CR issues, articles included in the Zone.
	All District staff have the skills and knowledge to be culturally responsiveness in their work. <i>Cooperative Learning is incorporated into all Math and Science training.</i>	Evidence of skills and knowledge. Cooperative Learning structures in trainings.	<u>Objective not met:</u> No systematic measurement in place. However, investigation is underway for systemwide diversity training. <u>Initiative met:</u> All math and Science trainings have embedded Cooperative Learning strategies.
	<i>Using culturally responsive practices is a mandatory component of administravie and paraprofessional training.</i>	Administrative and paraprofessional training agendas.	<u>Initiative met:</u> Cooperative Learning is incorporated into and modeled at the "mandatory" training sessions offered at the Administrative Advance, paraprofessional training at the Totem conference, ELL tutors monthly trainings, and Aspire training for new-to-district ELL staff. Twenty (20) participants in the <i>Success for All</i> training.
	<i>Each year provide follow-up cultural responsiveness training and support.</i>	Records of follow up trainings.	<u>Initiative met:</u> Totem conference had Cultural Responsiveness session offering.
	<i>Each year deliver training through Anchorage School District Summer Acacemy (ASDSA) on cultural responsiveness.</i>	ASDSA coursework. MLP.	<u>Initiative met:</u> Social and Emotional Learning Department presented a cultural responsiveness component at the ASDSA Induction credit class. Vickie Blakeney spoke to 2008 ASDSA, <i>Developing a Schoolwide Induction Plan</i> class on how to incorporate Cultural Responsiveness/SEL standards into an induction program. Thirty-nine (39) participants took the <i>Educational Needs and Differences of Boys and Girls</i> class at ASDSA. <i>Gifted Children Living in Poverty</i> class offered.
	<i>Develop a cultural responsiveness component in district induction plans to support new hires.</i> <i>Incorporate cultural responsiveness trainings for induction liaisons.</i>	Induction Standards document. Records of meetings with Induction Specialists and Induction Liaisons.	<u>Initiative partially met:</u> Induction specialist collaborated with Social and Emotional Learning Department to include culturally responsive ideas to develop activities and share. Included a standard on diversity in our Induction Standards. Developed preliminary plans for an Induction Guide for School Based Induction, which will include the Induction Standards.
	<i>Cultural responsiveness strand at Assets Fair.</i>	Assets Fair strand.	<u>Initiative met:</u> <i>Looking Through Another's Eyes</i> was a session facilitated at the Assets Fair.

Cultural Responsiveness Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>																				
<p>Parents are partners in their children's education. They know their rights and responsibilities, how to navigate and work with District procedures and personnel, and how to communicate their needs.</p>	<p>Parent involvement initiatives implicit in Six-Year Plans, School Action Plans, and district-level protocols.</p>	<p><u>Initiative partially met:</u> Six-year plan for Indian Education reflects individual school open houses, Native Advisory Committee monthly meetings. ELL six-year plan includes an eight-week parent class. NCLB presentations for parent groups and academic policy committee.</p> <p>Every school articulates a School Action Plan that includes intensive steps to involve parents in the attainment of action plan goals.</p> <p>Division-level handbooks include parent rights and responsibilities – and include a requirement that ASD articulate its parent involvement plan.</p> <p>Alaska Parent Information Resource Center grant: Monthly workshops and ongoing support to families offers increased understanding of how parents can help their children be more successful by:</p> <ul style="list-style-type: none"> • Setting high expectations at home. • Communicating effectively with teachers and staff. • Parent responsibility for supporting schools and children. • Awareness of available resources. <p>Evaluations include parent measures of increased understanding at Tudor, Williwaw, North Star, and Fairview elementary schools.</p>																				
<p><i>Tools are available to schools to help measure cultural responsiveness.</i></p> <p><i>Subcommittee surveys to identify needs of schools related to cultural responsiveness.</i></p>	<p>Culturally Responsive Education Continuum.</p> <p>Survey results.</p>	<p><u>Initiative met:</u> The Culturally Responsive Education Continuum was selected as the universal tool to measure and promote Cultural Responsiveness.</p> <p><u>Initiative not met:</u> Having each school site develop a Cultural Responsiveness/SEL goal in 2008-2009 is a more appropriate action to generate systemic change.</p>																				
<p>Customer service and satisfaction will improve, as measured by School Climate and Connectedness Survey and reported in the Profiles of Performance.</p>	<p>Improved results from the School Climate and Connectedness Survey and <i>Profiles of Performance</i>.</p>	<p><u>Initiative not met:</u> While no increase was achieved, a positive standing was maintained.</p> <p>ASD District Averages of Parent/Guardian Responses on SCCS on 1–5 point scale</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="text-align: center;">2007</th> <th style="text-align: center;">2008</th> <th style="text-align: center;">+ / -</th> </tr> </thead> <tbody> <tr> <td>My child's school is a supportive and inviting place</td> <td style="text-align: center;">4.36</td> <td style="text-align: center;">4.35</td> <td style="text-align: center;">-</td> </tr> <tr> <td>My child is safe at school</td> <td style="text-align: center;">4.25</td> <td style="text-align: center;">4.28</td> <td style="text-align: center;">+</td> </tr> <tr> <td>I feel welcome at this school</td> <td style="text-align: center;">4.36</td> <td style="text-align: center;">4.34</td> <td style="text-align: center;">-</td> </tr> <tr> <td>I am satisfied with communication with my child's</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		2007	2008	+ / -	My child's school is a supportive and inviting place	4.36	4.35	-	My child is safe at school	4.25	4.28	+	I feel welcome at this school	4.36	4.34	-	I am satisfied with communication with my child's			
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		<p>teacher(s) 4.20 4.17 -</p> <p>My child is getting a good education at this school 4.28 4.23 -</p> <p>My child is treated fairly at school 4.26 4.25 -</p> <p>My child likes his/her teachers 4.35 4.31 -</p> <p>At this school, there are good supports for all children, including children with learning disabilities 4.14 4.12 -</p> <p>This school is a supportive and inviting place for parents/guardians 4.27 4.24 -</p> <p>Adults at this school respect cultural diversity 4.31 4.29 -</p> <p>Adults at this school have high expectations of my child 4.23 4.20 -</p> <p>Teachers at my child's school are interested in what I have to say 4.20 4.18 -</p> <p>I feel like I am actively involved in my child's education 4.32 4.31 -</p> <p>The district's school calendar meets the needs of my child and our family 4.09 4.07 -</p>
<i>Collaborate with Communications Department to develop customer service standards for the district.</i>	Development of customer service standards.	<u>Initiative met:</u> A committee met and developed customer service standards.
<i>Provide customer service training for supervisors and staff.</i>	Record of trainings.	<u>Initiative met:</u> Customer service trainings were offered.

Curriculum Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
<p>In each subject area, develop curriculum guides that incorporate content and performance standards, Culturally Responsive Education/SEL standards, assessments, instructional strategies, differentiation, cross grade articulation, model lessons, and technology applications.</p>	<p>Curriculum guides.</p>	<p><u>Objective met:</u></p> <p>Math:</p> <ul style="list-style-type: none"> ▪ EDM/GLE Reference Guides include content and performance standards, assessments, instructional strategies, differentiation, cross grade articulation and technology applications. ▪ Training offered in GLE classroom morning reviews in 5 strands at each grade level, 3-6, that addressed content and performance standards, assessments, instructional strategies, differentiation and cross grade articulation. ▪ Developed and distributed 5 games specific to GLEs. These games tied to content and performance standards, assessments, instructional strategies, differentiation and cross grade articulation. ▪ The Math department coordinated and participated with the SEL coordinator to strengthen the connection between math and SEL, and participated in regular SBAR meetings which defined the SBAR Rubrics, Culturally Responsive Education/SEL standards, assessments, instructional strategies, differentiation, cross grade articulation and model lessons. ▪ Each Math support teacher modeled 100 + lessons in classrooms across the district. ▪ GLEs were identified in math courses most frequently taken by 9th and 10th grade students. This allows for differentiation within the course content, to assist students who are not proficient on the SBAs. <p>Music:</p> <ul style="list-style-type: none"> ▪ During the 2007-2008 school year, the Music Department completed the creation of curriculum guides for all core music ensemble courses, grades 6-12, addressing the content and performance standards, pacing and assessment in each discipline area: Band, Choir, and Orchestra. These curriculum guides have been posted on the Music Department website for access by teachers and parents. ▪ The ASD Balanced Repertoire List, developed for the purpose of promoting culturally responsive music programming, was completed for the Band curriculum and disseminated to music instructors via the Music Department website. ▪ Elementary Classroom Music began the process of developing Standards

			<p>Based Assessment and Reporting (SBAR), with initial team selection and goal setting discussions.</p> <ul style="list-style-type: none"> Additionally, model lessons were created for the Elementary Classroom Music curriculum guide, to coincide with each concept strand addressed at each grade level, K through 6. These lessons are available on the Music Department wiki site for interactive access by all classroom music teachers. <p>Art:</p> <ul style="list-style-type: none"> The revised Multimedia Design course for high school includes district content and performance standards, plus State Art Performance Benchmark Standards. Course art standards were aligned with the KCC Arts & Communications Services Career Cluster area Performance Standards. The statement "Experiences in the Multimedia Design course, #545500, provides a pathway for success with the KCC Advertising/Art & Design course , #842200" was included to direct students towards a successful career pathway. <p>World Languages:</p> <ul style="list-style-type: none"> Curriculum guides (backwards design model) were developed for 8th grade Japanese social studies/language arts and 9th grade Spanish immersion course. These guides integrated culturally responsive practices. Culturally responsive practices were also integrated into the training materials for the International Travel Training for all ASD teachers planning to lead student trips. Curriculum Department's last four years professional development initiatives have focused on the integration of technology tools into curriculum instruction.
	Culturally Responsive Education Continuum (CREC) is used in curriculum guides, professional development, and evaluation of curriculum materials.	Guides, trainings, tools used to review curricular materials.	<u>Objective met:</u> Culturally responsive criteria were used in the evaluation of K-6 math, mid-level Language Arts, Language Arts 9, Algebra I, Geometry and Algebra II materials.
	<i>Subject area curriculum guides are developed and expanded in concert with adoptions and course revisions.</i>	Collaborative guides.	<u>Initiative partially met:</u> See above. Curriculum guides for 12 high school electives were written. Review, expansion and refinement of curriculum guides are a part of core subject area reviews
	<i>Presentation of framework for integrated assessment is presented at Council of Great city Schools, Fall 2007.</i>	Proposal and presentation description in conference handbook.	<u>Initiative met:</u> A presentation of an Integrated Assessment system was made at the CGCS in October 2007.
	<i>Content areas develop rubrics and assessment components for integrated assessment, to assess performance indicators under each measurement topic, following the example of Language Arts, Math</i>	Rubrics, faceplates and assessments.	<u>Initiative partially met:</u> Social Studies, Science and Physical Education worked with Dr. Robert Marzano to develop rubrics and assessments during the 2007-2008 school year.

	<i>and Social and Emotional Learning.</i>		
	<i>Professional development for integrated assessment is incorporated into inservices, summer academy offerings, administrator training and content area credit courses.</i>	Power Point presentation on integrated assessment.	<u>Initiative partially met:</u> The committee developed a PowerPoint that was used to present the model, develop a common assessment vocabulary and highlight essential components of an integrated assessment system to a variety of groups.
	<i>Develop overarching, comprehensive plan for e-Learning in the Anchorage School District, in collaboration with Educational Technology Department.</i>	e-Learning plan.	<u>Initiative partially met:</u> The foundation of an e-Learning plan was laid with the development of an ASD Technology Vision, which implies the meaningful use of technology in all curricular areas.
	<i>Perform fit-gap analysis for what is in place, what is needed, what can be anticipated. Prioritize needs and actions every year.</i>	Fit-gap analyses, survey.	<u>Initiative met:</u> Survey of 11 th and 12 th graders administered to determine interest in online courses and in which subject areas.
	<i>Process of adding online coursework continues.</i>	Matrix used to develop and rate online coursework.	<u>Initiative partially met:</u> Work with curriculum departments to prioritize online course offerings and evaluate examples of online coursework using content standards.
	<i>Continue design of K-8 Standards-Based Assessment and Reporting (SBAR).</i>	Report card faceplates and rubrics.	<u>Initiative met:</u> Faceplates, rubrics and assessments were developed and finalized via work with Dr. Robert Marzano in Social Studies, Science and Physical Education that emulates that done in Language Arts, SEL and Math. World Languages, Music ELL and Special Education are the foci for 2008-2009.
	<i>Social Studies, Physical Education, and Science work with Marzano to develop faceplate and rubrics for elementary SBAR.</i>	Social Studies, Science and Physical Education faceplates and rubrics.	<u>Initiative met:</u> Faceplates and rubrics completed.
	<i>Pilot roll-out of SBAR in elementary, Language Arts, Math and Social and Emotional Learning with technology application.</i>	Roll-out.	<u>Initiative met:</u> A pilot implementation of practitioners using the rubrics and faceplates in Language Arts, SEL and Math took place and involved approximately 75 teachers.
	<i>All elementary teachers trained in Standards-Based Assessment and Reporting.</i>	Training documentation in MLP.	<u>Initiative met:</u> All elementary staff was in-serviced with 2 modules last year on SBAR.
	<i>Pilot Language Arts, Math and SEL Standards-Based Assessment and Reporting with identified elementary teachers.</i>	Identified content area teachers, class sign-in sheets.	<u>Initiative met:</u> All teachers identified with the pilot project engaged in a monthly collaborative session.
	Know and disseminate exemplars of curricular programs, research and practices.	Exemplars.	<u>Objective partially met:</u> Collaboration between Curriculum and Assessment & Evaluation resulted in more effective math trainings linking data directly to school specific instructional profiles and interventions. Work with Dr. Robert Marzano guided K-6 standards based assessment and reporting process. Pioneer SEL work

			draws national recognition by CASEL. K-6 math Action Research program, mid-level Language Arts, and LA 9 review processes result in model based upon teacher capacity building and rubrics built on review of current research. Integrated Assessment model tightly aligns curriculum, assessment and instruction. Health/SEL specialists intentionally integrate SEL best practices. World Languages course being written.
	<i>Keep current on educational research.</i>	Evidence of current research.	<u>Initiative met:</u> Educational research was utilized in an Action Research ELL program review. Current research in the areas of Cultural Responsiveness, Standards Based Reporting and SEL has been utilized in the development of district-wide trainings.
	<i>Provide Professional Development in content and pedagogical areas under the purview of the Curriculum Department.</i>	Professional Development plans.	<u>Initiative met:</u> Some examples: Staff trainings held linking data to instructional planning in math, embedding cultural responsive practices in curriculum guides, differentiating instruction, cooperative learning, integrating Language Arts and Social Studies content area curricula, vertical teaming, components of an integrated assessment system, OWL language proficiency testing, and digital story telling.
	<i>Initiate early Fall 2006: As a collaborative between Curriculum Department and Assessment & Evaluation, K-8 Math training is data-driven and differentiated for needs of specific school sites, based on a concept of targeting struggling Math students.</i>	Site specific collaborative training plan.	<u>Initiative met:</u> Thirty (30 elementary) staff and all middle school math teachers received training co-presented by the Curriculum & Assessment Department personnel. These trainings targeted weak strands at each specific school and intentionalized data accessibility through the ARS and resources to support improvement in these weak strands.
	<i>Continue to design and deliver professional development based on student data and specific needs of schools and programs.</i>	Professional development plans.	<u>Initiative met:</u> Site specific trainings developed on linking data to weak strands are integral to math department annual support plans. Specific school data obtained from the School Climate and Connectedness Survey was available for principals.
	<i>Curriculum website includes links to updated information on staff, research and best practices, curriculum guides, six-year plans, and exemplary programs.</i>	Website.	<u>Initiative partially met:</u> The curriculum website reflects updated information, curriculum guides, standards, SBAR rubrics and faceplates and six year plans. Formalized links to exemplary programs and research and best practices are still lacking.
	<i>Compendium of differentiated resources and lessons based on specific Math strands available in grades 3-6 online and in text.</i>	Online/text based GLE reference guides.	<u>Initiative partially met:</u> The guides are available in hard copy.

Curriculum Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	<i>Cooperative learning is a culturally responsive practice and modeled in district trainings.</i>	Evidence of modeled practices in district trainings.	<u>Initiative not met:</u> Cooperative learning is modeled in district reading, math and science trainings. Use of cooperative learning as a culturally responsive instructional tool reinforced in SBAR trainings. Research articles about culturally responsive practices as best practices were used during the K-6, mid-level Language Arts and Language Arts 9 reviews.
	<i>Cooperative Learning course at ASDSA.</i>	Course in place, MLP.	<u>Initiative met:</u> A cooperative learning course was taught at the ASDSA.
	<i>Cooperative Learning modeled at Administrative Advance.</i>	Examples, design of modules for Administrative Advance.	<u>Initiative met:</u> Cooperative learning structures are modeled via the mandatory trainings session and embedded into other trainings at the Administrative Advance.
	ASD leads the nation in developing and implementing a four-quadrant framework of Social and Emotional Learning standards, benchmarks and performance indicators.	Framework.	<u>Objective met:</u> A framework of standards and benchmarks has been developed and has received national recognition from CASEL. The ASD School Board has approved the implementation of these standards.
	Culturally Responsive Education Continuum crosswalks CR standards with SEL standards.	Integrated standards.	<u>Objective met:</u> The CREC reflects the integration of SEL and Culturally Responsive Standards. Synonymous standards are noted in bold.
	<i>Social and Emotional Learning is embedded in Culturally Responsive model practices, lessons and professional development for the content areas.</i>	Evidence of CR/SEL standards in model lessons, curriculum alignments, and content area professional development.	<u>Initiative partially met:</u> SEL alignments have been done with several district adopted curricula, model lessons developed for Language Arts, Health, Transitions class, and Advisory classes.
	Curriculum Department models 21st century learning skills and re-conception of education for the future.	Alternative appraisal participation and intentional staff planning for 2008-2009.	<u>Objective partially met:</u> For the third year, the curriculum department staff's alternative appraisals are based upon professional development relevant to 21 st century leadership. E-learning resources were integrated into the Social Studies renewal cycle and every department's staff plan for 2008-2009 has Web 2.0 tools infused to communicate with various curriculum groups and teacher committees. Curriculum committees have approved online coursework that offers an alternative setting for students.
	<i>Inter-departmental book studies and professional development begin and accelerate this shift.</i>	Course integrating 21 st Century learning and Web 2.0 tools for social networking and collaboration.	<u>Initiative met:</u> All curriculum coordinators, supervisors and support program supervisors participated in a year long course based on Lynne Schrum's book <i>Web 2.0 new tools, new schools</i> . This course was based relevant and purposeful use of social networking and collaborative online tools, 21 st century instructional leadership practices, principles of change embedded in Gladwell's <i>The Tipping Point</i> , the

			KnowledgeWorks Foundation's Education Map of Future Forces, the connectivism theory of knowledge-making, and the multigenerational workplace.
	<i>Each content area is asked to incorporate key concepts based on book study into corresponding action plan.</i>	Examples of concept incorporation.	<u>Initiative met:</u> Each participant completed a final project that incorporated an action plan for infusing Web 2.0 tools into their training/working with teacher groups for 08-09. Key concepts based on the book study were linked to specific action steps. Use of a curriculum wiki page was employed as a collaborative tool.
	<i>Content area action plans are implemented.</i>	Implementation of plans.	<u>Initiative partially met:</u> Implementation of plans has morphed into Action Research projects for gathering data that centers around increasing relevance for use of Web 2.0 tools for teachers.
	<i>Participation in ASTE conference moves department into next phase thinking.</i>	ASTE conference participation.	<u>Initiative met:</u> Curriculum leaders attended the ASTE conference as well as the Director. Tenets and ideas put forth were woven into and applied in the 21 st Century Leadership class.
	<i>Curriculum Department, Educational Technology, and Librarians collaborate to develop E-Learning plan.</i>	E-Learning plan.	<u>Initiative partially met:</u> E-Learning cadre of ASD teachers, tech specialists and librarian coordinator completing coursework to obtain a university E-Learning graduate certificate.
	<i>Professional development of Curriculum Department includes extensive training on Web 2.0 tools. Content area action plans include use of Web 2.0 tools in trainings and planning with guidance of Educational Technology experts.</i>	Training events, content of area action plans.	<u>Initiative met:</u> Book study and professional development initiative integrated Lynn Schrum's <i>Web 2.0 new tools, new schools</i> , demonstrations of different Web 2.0 tools by educational technology specialists and curriculum department staff, participation in ASTE conference b department members offered instruction on integrating various Web 2.0 tools into curriculum. Curriculum department participated in a panel discussion with Dr. Lynne Schrum, Dr. Jason Ohler, former Maine Governor Angus King, and Trina Davis, president of ISTE offered timely information of integration of technology and 21 st century learning.

Curriculum Six-Year Plan Evaluation for FY 2007-2008a

Goal 3: Public Accountability

	Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
	Curriculum adoptions and renewals are inclusive, cyclical, and conducted according to best practices and highest industry standards.	Indicators from adoption cycles, such as rosters, research-based rubrics based on ASD demographics and student profiles.	<u>Objective partially met:</u> Math K-6 program review was conducted as an iteration of the K-8 Math Review Action Research project. Music K-6, mid-level Language Arts, Algebra I, Geometry and Algebra II reviews were begun. Language Arts 9 review process initiated. All review committees were comprehensive and utilized exemplary documented protocol.
	<i>Purchasing Department added as component of curriculum review cycle.</i>	Graphic representation.	<u>Initiative met:</u> Purchasing process added as a component. Purchasing representative consulted in mid-level Language Arts and high school math course adoptions.
	<i>As part of K-8 Math program evaluation a vision for K-8 Math instruction is collaboratively developed and is based on research.</i>	Vision established and rubrics created as tangible representation of vision.	<u>Initiative met:</u> The K-8 Math Program Review committee developed 4 rubrics based on an analysis of the most current research. These rubrics contain sets of non-negotiable beliefs that create a vision for the ASD K-8 math program.
	<i>Middle school Language Arts adoption process collaboratively developed and based on research.</i>	Language Arts review documentation.	<u>Initiative met:</u> The mid-level Language arts review followed the process developed in the K-8 math review process, a district gold standard.
	<i>In collaboration with Educational Technology, research and incorporate into the adoption cycles more far-reaching criteria for non-traditional curriculum resources-beyond textbooks.</i>	Non-traditional curriculum resources examples, e.g. online primary sources interactive maps, interdisciplinary connections.	<u>Initiative partially met:</u> The Social Studies adoption processes included viewing and recommending electronic materials. Training was offered in the use of these materials. The Ed Tech and Curriculum Departments collaborated to review and pilot online resources such as NetTrekker, United Streaming and Discovery One Place. Some committee members reviewing materials do so with Web.2.O tools such as the wikis, blogs and nings.
	<i>For 2008, Social Studies adoption for grades 9-10 includes examples of non-traditional resources.</i>	Examples of non-traditional resources in Social Studies adoption.	<u>Initiative met:</u> The publisher provides numerous online resources such as biographies, atlas, interdisciplinary connections, interactive maps, primary documents. (Training was offered on the use of these resources. EPSO Digital Pipeline is also available.) TEEST project for grade 9 uses My Access and Achieve 3000, which are non-traditional programs. <u>Some portion of adoption funds were reserved for teachers to explore the use and relevance of online materials.</u>
	<i>Redesign and redefine the curriculum adoption cycle to better reflect attributes of content area information (accessibility and timeliness), and in accordance with 21st century learning skills.</i>	Redefined and redesigned curriculum adoption cycle, with graphic representation.	<u>Initiative partially met.</u> A template was designed by Curriculum and Educational Technology that reflects components of 21 st century learning that can be attached to a content area curriculum renewal process and materials adoption. Educational Technology directors attend all curriculum coordinator meetings. Meetings with purchasing department resulted in a purchasing department component added to

			the renewal flowchart as a check and balance during the materials review phase. The "6 year " descriptor is being eliminated from the curriculum review process in that the review of materials and a fixed number of years is no longer directly correlated.
	<i>Develop continuum of adopted materials/training costs to guide budget/funding process.</i>	Continuum.	<u>Initiative met</u> : A continuum was developed spanning 2006/07 to 2011/12. Each content area has designated training and materials costs that jive with the 6-year plan. This document was presented to the school board in 2006-07 to assist them with planning/forecasting in the budgeting process.
	<i>Curriculum renewal process is streamlined through electronic survey tools employed as a data gathering tool.</i>	Electronic survey tool, e.g. Survey Monkey.	<u>Initiative met</u> : The mid-level Language Arts review committee employed an electronic data gathering tool.
	Curriculum committees include representatives from the community, from business and industry, and from diverse groups.	Curriculum committee profiles.	<u>Objective partially met</u> . Each curriculum committee continues to recruit a more representative constituent profile for its membership.
	<i>Electronic course approval process tested.</i>	Process evaluation.	<u>Initiative partially met</u> : The electronic course proposal process was ready for online use in 2006/2007. Before going live, it was suggested to add a component to the tool that would tie proposed coursework to NCAA sanctioning, but this proved to be an impediment. The hold was lifted and the process was utilized by Dimond High School in applying for course numbers. The electronic approval process continues to be a desired system-wide change.
	<i>High school course catalogue culling process begun by Curriculum Department to eliminate obsolete course numbers.</i>	Course catalogue revisions.	<u>Initiative met</u> : The culling process has been ongoing several years via revisions to the High School Program of Studies through a joint effort between the High School Division, Assessment & Evaluation, District Accountability, Curriculum and IT. The multi-layered process continued as a focus for 2007-2008 and was completed. (It has continued because course numbers are tied to the highly qualified teacher designator.)
	<i>Culling of course catalogues continues through various program filters and site-specific high school and charter school filters.</i>	Altered course catalogue.	<u>Initiative met</u> : A revised course catalogue is the result of collaborative planning on all levels.
	<i>Planning for implementation of new SIS system (Zangle) includes uploading of high school course offerings.</i>	Zangle planning meetings.	<u>Initiative met</u> : Planning took place that included uploading of transformed high school course catalogue.
	<i>Revision of middle school Program of Studies is carried out by middle school principals, Curriculum</i>	Mid-level POS revisions.	<u>Initiative partially met</u> : The curriculum coordinators working though their committees have made recommendations about which courses to keep, delete and which ones

	<i>Department, and curriculum committee members.</i>		require alignment with the standards. This work is being coordinated with the implementation of the SIS and continued through a filtering process in 2007-2008.
	<i>In collaboration with Assessment & Evaluation, develop standardized placement/recommendation procedure for middle school transitions.</i>	Middle school placement/recommendation guidelines.	<u>Initiative partially met:</u> Placement/recommendation guidelines are in place for math. Training provided to support and inform. Placement guidelines have to be developed for Language Arts for elementary to middle and middle to high school transitions.
	The scope of parent involvement is enlarged through increased access to and understanding of the curriculum via participation in interactive, innovative curriculum-based initiatives.	Innovative modules.	<u>Objective partially met:</u> In 2006-2007 the Curriculum Department shifted the paradigm of parent involvement. The Department developed a family outreach curriculum-based module designed to bring instructional experiences into ASD homes. This was an alternative to traditional models of site based parent involvement.
	<i>Fall 2007, interactive module developed to reflect Clark transition to neighboring middle schools.</i>	Module.	<u>Initiative not met:</u> No module was designed. Clark transition schools had already developed parent involvement activities. No knowledge of this was apparent when curriculum initiative was incorporated into plan.
	<i>Design and deliver interactive curricular modules that engage the community, e.g., 2007 Norman Vaughn Serum Run'25; a televised, curriculum-based module collaboratively developed by the community and district staff</i>	Development and delivery of modules.	<u>Initiative partially met:</u> Through the ANDRILL grant project, Project Iceberg in Alaska, 390 students sent postcards with science questions and received answers from staff and scientists at McMurdo Station, Antarctica. The postcard module energized the schools involved, carried that and other portions of the in-school projects connected with Project Iceberg into the home and community, and were a focal point of conferences.
	<i>Conceive interactive family curriculum modules with use of cyber and telecommunications technologies which draw families directly into curriculum-based learning.</i>		<u>Initiative partially met:</u> Through the ANDRILL grant project, Project Iceberg in Alaska, a geological field science experience was shared in real-time and near-real-time with clusters of students and teachers, as well as other staff and community members through blogs, slideshows, teleconferences, and Channel 14 video replays.

District (NCLB) Accountability Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
District will reach proficiency percentages set by state for achieving AYP. State-wide AMO targets for 07-08: <ul style="list-style-type: none"> • Language Arts: 77.18% • Math: 66.09% 	AYP results based on Alaska Standards Based Assessments for grades 3-10.	<u>Objective met.</u> The district All Student category met the set targets. LA = 81.4% and Math = 73.7%.
Graduation rate for all high schools will meet or exceed the state target of 55.58%.	Graduation rates reported on individual school AYP charts.	<u>Objective partially met.</u> All eight comprehensive high schools, along with Polaris and Steller, exceeded the targeted graduation rate set by the state. Four of the alternative programs, designed to support at-risk students, did not meet the graduation rate (AVAIL, Crossroads, McLaughlin and SAVE). Whaley, another program that supports at-risk students, also did not meet the graduation rate. One alternative program, Benson, met the indicator by improving over the previous year's graduation rate. One out of three charter schools that graduate students met the indicator (Family Partnership) and two (Frontier and Highland Tech) did not.
Average Daily Attendance Rate for elementary and middle schools will meet or exceed the state target of 85%.	Attendance rates reported on individual school AYP charts.	<u>Objective partially met.</u> All but one of the schools (Continuation) attained this goal.
Schools in AYP School Improvement Status will have measurable objectives in place for improved proficiency in Language Arts and Math, and participation rates for targets where AYP was not met.	Individual school improvement plans.	<u>Objective met.</u> All schools attained this goal.
District-wide subgroups below AMO will show at least a 10% decrease in students not proficient in Language Arts and Math compared to the previous year.	AYP results based on Alaska Standards Based Assessments for grades 3-10.	<u>Objective partially met.</u> For 07-08, African-American, Alaskan Native/American Indian, Economically Disadvantaged, Students With Disabilities and Limited English Proficient subgroups did not meet the AMOs for Language Arts and Math performance. The Asian student subgroup did not meet the AMO for Language Arts, but did meet the Math AMO. By way of comparison, in 06-07, the subgroup

			Student With Disabilities did not meet the Language Arts and Math AMOs. The subgroup Limited English Proficient met AMO for Language Arts through Safe Harbor.
	100% of district classes will be taught by teachers with requisite NCLB “highly qualified” designations.	Annual certified staff accounting report.	<u>Objective partially met.</u> 88% of core content classes in the ASD are reported as being taught by teachers meeting NCLB “highly qualified” requirements, a 7% increase over the previous year.
	100% of the district’s Title I instructional paraprofessionals will meet NCLB requirements.	Annual classified staff accounting report.	<u>Objective partially met.</u> The latest report run by HR (October 14, 2008) shows 95% of our district’s Title I paraprofessionals as meeting the NCLB requirements. This figure is up from the 93% reported September 19, 2007. For 2008-2009, the number of Title I schools in the district increased by one.

District (NCLB) Accountability Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Work with ASD and university programs to coordinate and provide coursework and training to help teachers and paraprofessionals meet NCLB 'highly qualified' requirements.</p> <ul style="list-style-type: none"> • <i>Annually provide Praxis II and HELP support classes.</i> • <i>Provide study materials to teachers and paraprofessionals preparing for Praxis II and HELP tests.</i> • <i>Provide consultative 'highly qualified' and HELP assistance.</i> 	<p>As documented through MyLearningPlan.com and record keeping by Zareena Clendaniel, NCLB Grant Facilitator</p>	<p><u>Objective met.</u> Coursework, training, and support for teachers and paraprofessionals trying to meet NCLB requirements was provided as outlined in the following met initiatives:</p> <p><u>Initiative met.</u> 54 teachers participated in six Praxis II support classes. 7 classes were offered, of which 6 attained minimum enrollment. HELP support classes for paraprofessional participants met as follows: 5 classes in Math support (52 participants), 5 classes in Reading support (49 participants), and 5 classes in Writing Expression (44 participants). 229 participants took the HELP Test as administered by the ASD.</p> <p><u>Initiative met.</u> Praxis II content test study guides are available for checkout through the ASD. Approximately 65 teachers used the materials during the 2007-08 school year. HELP test study guides are available for checkout through ASD Title I and TOTEM offices. The Title I office estimates that HELP support materials are checked out about four times per month. Demand for these materials has slowed as 95% of ASD paraprofessionals now meet NCLB requirements.</p> <p><u>Initiative met.</u> Highly qualified in-person consultations with teachers approximately numbered 150 in 07-08. Phone consultations averaged about 100 per month. HQ assistance with Principals and AP's occurred approximately 40 times. HELP assistance was primarily through the HELP support classes noted above.</p>
<p>The district will have no schools identified as "persistently dangerous," as defined by NCLB.</p>	<p>Formula determined by state regulations.</p>	<p><u>Objective met.</u> No schools in the ASD have been identified as "persistently dangerous," as defined by NCLB.</p>
<p>Decrease by 5% the number of NCLB Violent Offenses, as compared to previous year.</p>	<p>ASD documentation.</p>	<p><u>Objective met.</u> In 07-08 a total of 53 students were eligible for transfer under the NCLB victim's right to transfer rule; whereas in 06-07, 58 were eligible. This is an 8.6% decrease.</p>

District (NCLB) Accountability Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
<p>Parent Involvement:</p> <ul style="list-style-type: none"> • NCLB parent notification guidelines met. • Parents involved in development of school and district improvement plans. • New Board policies reflect NCLB changes as appropriate. • Parent Involvement Plans submitted by the district and each school. 	<p>ASD documentation.</p>	<ul style="list-style-type: none"> • <u>Objective met.</u> All required NCLB parent notifications were sent for the year. • <u>Objective met.</u> Parental participation documented in each school improvement plan and the district improvement plan. Each plan was submitted and approved by the AK DEED. • <u>Objective met.</u> Policy issues addressed to maintain full compliance with NCLB. • <u>Objective met.</u> The district's parent involvement policy was distributed to households through each school's newsletter. And each school submitted a Parent Involvement Plan (through an MLP.com form) that was evaluated by school principals at the end of the 2007-08 school year.

Educational Technology Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
<p>Students acquire 21st century skills such as problem solving, critical thinking, and accessing and analyzing information.</p>	<p>Technology Teacher Leader (TTL) Final Report, Intel Teaching Thinking with Technology (Master Technology Teacher Leader) Final Report.</p>	<p><u>Objective partially met.</u> 39 teachers from 13 schools participated in the 2006-07 TTL4 project year. Each group of 2-4 TTLs from a school focused on a specific school-based project that aligned with the school's Improvement Plan. A complete accounting of the impact of the TTL4 school-based projects on student learning can be found in the TTL4 Final Report. To summarize this document, students in schools involved in the TTL4 project year had more opportunities to learn using alternate methods that addressed a wide variety of learning styles, resulting in higher achievement.</p>
<p><i>40 additional Technology Teacher Leaders (TTL) are part of the TTL4 project year.</i></p>	<p>TTL4 Midterm Podcasts, TTL4 Final Report, TTL4 Technology Skills Assessment.</p>	<p>27 Master Technology Teacher Leaders (MTTLs) were trained in the Intel Teaching Thinking with Technology curriculum, which is part of the Intel Teach to the Future curriculum. The 27 MTTLs then trained 369 participant teachers throughout the district. Evaluation data showed that the Intel Teaching Thinking with Technology participants gained knowledge and strategies designed to assist them in improving student achievement and build higher order thinking skills.</p> <p><u>Initiative met.</u> 39 teachers were selected to become TTL4 participants. TTL4's successfully participated in staff development opportunities and implemented grant projects during the 2006-07 school year. Data shows a definite positive impact on student learning and increased teacher skill in effectively using technology to deliver curriculum as a result of participation in the TTL4 program.</p>
<p><i>25 TTLs are part of the Master Technology Teacher Leader (MTTL) program.</i></p>	<p>Intel Teaching Thinking with Technology (MTTL) Final Report.</p>	<p><u>Initiative met.</u> 27 MTTL participants were trained in the Intel Teaching Thinking with Technology curriculum. The twenty-seven MTTLs then trained 369 participant teachers throughout the district. The success of the MTTL program was significant. The evaluation process included the MTTLs as well as the teachers who participated in the 13 Intel Teaching Thinking with Technology classes offered by the MTTLs.</p>
<p><i>10 Technology Integration Educators (TIE) are part of the TIE1 project year.</i></p>	<p>Technology Integration Educators (TIE) Final Report.</p>	<p><u>Initiative partially met.</u> 10 TIE teachers were selected for Year 1 of the TIE program, targeting 4 prioritized technology-enhanced programs. Training and evaluation of Year 1 is currently in progress.</p>

<p>Develop through coordination with Middle School Education an implementation plan for the Alaska Association of School Board's (AASB) Consortium for Digital Learning (CDL) 1:1 Laptop Project at Wendler Middle School.</p> <p>Collaborate with curriculum departments and division directors to develop an implementation plan for each program that utilizes technology to increase student achievement.</p>	<p>1:1 Implementation Plan, 1:1 Evaluations (ASD, AASB, CDL).</p> <p>Technology Steering Committee minutes, District Improvement Plan (DIP).</p>	<p><u>Objective met.</u> Implementation plan was developed through collaboration between various stakeholders, including the Educational Technology Department, the Middle School Division, the Assessment and Evaluation Department, Wendler Middle School, and the Apple Professional Development team, with input from CDL staff. The initial implementation began with 75 seventh grade students and 4 teachers and expanded to include the full team of 150 students in year one. The implementation expanded to include an additional eighth grade team of 150 students and 4 additional teachers, for a total of 300 students and 8 teachers in year two.</p> <p><u>Objective partially met.</u> The Technology Steering Committee's Curriculum Integration Plan was revised to reflect current practices in the district and was used to evaluate all new programs under consideration for implementation. The DIP provided evaluation data related to student achievement related to technology-infused programs.</p>
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Educational Technology Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Teachers and administrators effectively integrate technology using pedagogically valid methods that are relevant for learning in the 21st century.</p> <p><i>Provide resources and participate in a collaborative network that supports teachers in the schools that help to implement technology resources (e.g., Secondary Technology Coordinators and Building Technology Contacts, TTLs, and TIEs).</i></p> <p><i>Utilizing a wide variety of delivery models (face-to-face and/or online), provide professional development to administrators and teachers that are grounded in research and best practices.</i></p> <p><i>Work towards providing adequate access to updated technology in order to support student use of tools that differentiate instruction.</i></p> <p><i>Establish a cohort of 15 ASD teachers to participate in UAA's e-Learning graduate certificate program.</i></p>	<p>TTL5 Final Report, My Learning Plan (MLP) training data.</p> <p>BTC, SecTec, TTL, and TIE meeting agendas and digital artifacts.</p> <p>MLP training data.</p> <p>Technology Infused Learning framework, inventory, technology purchasing data, and departmental actions.</p> <p>UAA enrollment records.</p>	<p><u>Objective partially met.</u> While the culture of technology infused learning is spreading throughout the district, the concepts associated with 21st century teaching and learning have not yet reached 100% of the teachers and administrators in the district. We have implemented a series of initiatives focused on professional development in order to help disseminate knowledge regarding best practices of technology infused learning. A total of 1,982 teachers and administrators participated in at least 1 of the 157 Educational Technology (EdTech) sponsored trainings held during the 2007-08 school year.</p> <p><u>Initiative met.</u> The EdTech Department supports instruction by modeling the use of technology-based tools and designing professional development opportunities that are founded on the principles of collaboration and communication. For example, the SecTec Coordinator and Building Technology Contact (BTC) groups participate in active email lists. Additionally, the SecTec Coordinators collaborate during monthly face-to-face training opportunities and utilize Web 2.0 tools at other times, including a technical support wiki.</p> <p><u>Initiative met.</u> Face-to-face and online training opportunities were provided throughout the district by BTCs, SecTecs, TTLs, TIEs, and EdTech staff.</p> <p><u>Initiative met.</u> Digital Equity was added as a goal in the Technology Infused Learning framework document that is used as a basis for all district-wide initiatives that involve technology. In order to achieve Digital Equity, a recommendation was created to identify ideal tools and ratios to support 21st century learning. Based on this document, a 5:1 student to computer ratio was identified as a first step in achieving Digital Equity. This ratio included student computers that are no more than 5 years old. With this plan for equitable distribution of current student computers, resources that support learning and differentiated instruction were funded at the district level so that a basic set of resources would be provided to every student.</p> <p><u>Initiative partially met.</u> 14 ASD teachers elected to join the e-learning cohort.</p>

	<p><i>Work with TPD and Curriculum departments to evaluate appropriate online collaboration tools (Web 2.0) for support of curriculum and professional development.</i></p> <p><i>Collaborate with Student Information System (SIS) Project Manager regarding training for the various stages of implementation.</i></p>	<p>Departmental actions and programs.</p> <p>Departmental actions and programs.</p>	<p><u>Initiative met.</u> The Educational Technology Department collaborated with the Training and Professional Development and Curriculum departments to pilot a number of Web 2.0 tools and select those most appropriate for professional development and collaboration.</p> <p><u>Initiative met.</u> The Educational Technology Department collaborated with the Zangle project manager to develop a strategic training plan.</p>
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Educational Technology Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Promote systemic transformation in the use of technology to inspire learning.</p> <p><i>E2T2 STAT grant participants test 5th & 8th grade technology literacy competency to meet NCLB requirements.</i></p> <p><i>Work with Human Resources department to develop a Model Proposal for the ASD certificated evaluation process that emphasizes mastery of the ISTE NETS*T.</i></p> <p><i>Establish District Technology Plan Task Force to provide insight to the revision of the existing District Technology Plan that expires in 2008 and must be submitted to the Alaska DEED for adoption.</i></p>	<p>ASD Technology Plan, Departmental actions and programs, Technology steering committee meeting minutes.</p> <p>E2T2 STAT Final Report.</p> <p>Model Proposal for evaluation process.</p> <p>ASD Technology Plan.</p>	<p><u>Initiative met.</u> In partnership with the Cordova School District, nine ASD teachers participated in the Enhancing Education Through Technology (E2T2) Standards Through Assessment in Technology (STAT) grant project during the spring of 2008. The statewide STAT project provided professional development to grant participants in the areas of Standards in Practice, Technology Integration, and Assessment. ASD STAT participating teachers were 5th grade and 7th/8th grade teachers.</p> <p><u>Initiative partially met.</u> A model proposal was developed and piloted at an elementary school during the 2007-08 school year. This proposal focused on the International Society for Technology in Education (ISTE) National Educational Technology Standards for Students (NETS*S) that were refreshed in June of 2007 and the original ISTE National Educational Technology Standards for Teachers (NETS*T). The NETS*T were not refreshed until June of 2008. The pilot model proposal will be updated to reflect the newly refreshed NETS*T before being brought to the Human Resources department for larger scale implementation.</p> <p><u>Initiative met.</u> During the 2007-2008 academic year, a Technology Plan Task Force was assembled to participate in the revision of the ASD Technology Plan. Alaska DEED adopted the revised plan in April of 2008 with an effective date of July 1, 2008 to June 30, 2011.</p>

Elementary Education Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
<p>In each grade level all student groups will improve performance in reading, writing and math by at least 2.5% each year as measured by state and/or ASD measures, over the previous year.</p>	<p>Standards Based Assessment.</p>	<p><u>Objective partially met.</u> Grade 3 Reading SBA : There were percent losses from 2006-07 to 2007-08 in proficiency for All Students and in all designated student groups except Asian, Hispanic and Migrant. The target was not achieved in the All Students or in any designated student groups except for Asian, Hispanic and Migrant.</p>
		<p><u>Objective partially met.</u> Grade 4 Reading SBA: Percent gains were obtained from 2006-07 to 2007-08 in proficiency for All Students and in all designated student groups except African-American, Asian, Limited English Proficient, Migrant and Female. The target was not achieved in the All Students category or in any of the designated student groups except Hispanic and Multi-Ethnic.</p>
		<p><u>Objective partially met.</u> Grade 5 Reading SBA: There were percent losses from 2006-07 to 2007-08 in proficiency for All Students and in all designated student groups except Asian. The target was not achieved at the All Students category or in any of the designated student groups except Asian.</p>
		<p><u>Objective partially met.</u> Grade 6 Reading SBA: There were percent losses from 2006-07 to 2007-08 in proficiency for All Students and in all designated student groups except African-American, White, Hispanic and Female. The target was not achieved at the All Students category or in any of the designated student groups except African-American and Hispanic.</p>
		<p><u>Objective not met.</u> Grade 3 Writing SBA: There were percent losses from 2006-07 to 2007-08 in proficiency for All Students and in all designated student groups except Asian and Hispanic. The target was not achieved in the All Students or in any of the designated student groups.</p>
		<p><u>Objective partially met.</u> Grade 4 Writing SBA:</p>

			There were percent gains from 2006-07 to 2007-08 in proficiency for All Students and in the designated student groups African-American, White, Hispanic, Multi-Ethnic, Students with Disabilities, Migrant and Male. The target was achieved in the designated student groups of African-American, Hispanic, Multi-Ethnic and Students with Disabilities.
			<u>Objective partially met.</u> Grade 5 Writing SBA: There were percent losses from 2006-07 to 2007-08 in proficiency for All Students and in all designated student groups except Asian, White and Students with Disabilities. The target was achieved in the designated student groups of Asian and Students with Disabilities.
			<u>Objective partially met.</u> Grade 6 Writing SBA: There were percent losses from 2006-07 to 2007-08 in proficiency for All Students and in all designated student groups except Asian, White, Hispanic and Female. The target was achieved by the designated student group of Hispanic.
			<u>Objective not met.</u> Grade 3 Mathematics SBA: There were percent losses from 2006-07 to 2007-08 in proficiency for All Students and in all designated student groups except Asian, White and Migrant. The target was not achieved at the All Students category or in any of the designated student groups.
			<u>Objective partially met.</u> Grade 4 Mathematics SBA: There were percent losses from 2006-07 to 2007-08 in proficiency for All Students and in the designated student groups of African-American, Alaska Native/American Indian, Asian, Economically Disadvantaged, Limited English Proficient, Migrant and Female. The target was not achieved at the All Students category or in the designated student groups except Multi-Ethnic and Students with Disabilities.
			<u>Objective partially met.</u> Grade 5 Mathematics SBA: There were percent losses from 2006-07 to 2007-08 in proficiency for All Students and in all designated student groups except Asian, Hispanic and Migrant. The target was achieved in the designated student groups of Hispanic and Migrant.
			<u>Objective not met.</u> Grade 6 Mathematics SBA: There were percent losses from 2006-07 to 2007-08 in proficiency for All Students

			and in all designated student groups, except Asian, Hispanic and Female. The target was not achieved at the All Students category or in any of the designated student groups.
	In grade three, the percentage in each student group that masters basic skills and strategies in reading based on state and ASD assessments will increase by at least 2.5% each year.	Standards Based Assessment.	<u>Objective partially met.</u> Grade 3 Reading SBA: There were percent losses from 2006-07 to 2007-08 in grade 3 SBA reading proficiency for All Students and for all designated student groups except Asian, Hispanic and Migrant. The target was not achieved at the All Students category or in any of the designated student groups, except Asian, Hispanic and Migrant.
			<u>Objective partially met.</u> Grade 3 reading DRA: There were percent losses from 2006-07 to 2007-08 in the grade 3 DRA proficiency at the All Students category and all designated student groups except Asian, Hispanic and Migrant. The target was not achieved in any of the designated student groups except Asian, Hispanic and Migrant.
	Add 7 schools to core reading adoption.	Number of schools added to core reading adoption.	<u>Objective met.</u> This year we added 7 schools to the core reading adoption. <ul style="list-style-type: none"> • Sand Lake • Alpenglow • Scenic Park • Bear Valley • Birchwood • Huffman • Chugiak immersion
	<i>Provide training in use of the curriculum and assessments.</i>	Staff development planned and implemented.	<u>Initiative met.</u> Teachers participated in “New to Houghton-Mifflin” and assessment training in August 2007 and throughout the school year.
	<i>Implement interventions (additional instruction) with students identified as below or not proficient in reading based on district assessments.</i>	Learning Opportunity Intervention data.	<u>Initiative met.</u> All 60 elementary schools implemented intervention (additional instruction) strategies throughout the year to support students below or not proficient in reading.
	<i>Collaborate with Special Education and other support departments to deliver an effective reading program with students with identified special needs and/or students who qualify for special programs.</i>	Staff development planned and implemented.	<u>Initiative met.</u> Materials were purchased for use in the elementary resource rooms and professional development was provided for staff.

Elementary Education Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
Each year a greater proportion of students district-wide who take the annual school report card survey will report that they feel safe at school.	Student Climate Survey.	<u>Objective met.</u> The percent of Elementary Students Who Agree or Strongly Agree in the School Safety Factor in the Student Climate Survey increased by 1.2 %. 2006-2007 School Year- 66.55% 2007-2008 School Year- 67.75
<i>Implement positive school-wide discipline in every elementary school.</i>	Implementation and training records.	<u>Initiative met.</u> All schools have received training in Positive School-wide Discipline and are implementing the components of the training within their building.
<i>Integrate positive school-wide discipline into each classroom's instructional model.</i>	Staff development planned and implemented.	<u>Initiative met.</u> SEL classes were offered throughout the 2007-08 school year. Additionally, in June 2008, Dr. Geoff Colvin taught a classroom discipline course for elementary staff.
<i>Continue implementation of CSF and CSF II to address the needs of students at risk of school failure (Tier II).</i>	School referral data for CSF and CSF II Programs.	<u>Initiative met.</u> 2007-2008 CSF- 68 students from 37 schools participated in the CSF program. CSF II- 92 students from 12 schools participated in the CSF II program.
<i>Continue to train new to district and grade level staff in the implementation of the Great Body Shop health curriculum and supplementary programs.</i>	Staff development planned and implemented.	<u>Initiative met.</u> All new to district Health/SEL teachers have participated in an intensive training around delivery of the Great Body Shop curriculum in August 2007. Additional training was offered during the 2007-2008 school year.
<i>Train elementary crisis teams (Search and Rescue, Medical, Communications, etc) in all elementary schools.</i>	Staff development planned and implemented.	All elementary staff received training regarding elementary crisis teams and school teams participated in a table top (fire or earthquake) exercise.

Elementary Education Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<i>Create training modules and provide staff development in every elementary school about standards-based grading and grading practices.</i>	Staff development planned and implemented.	<u>Initiative met.</u> Standards-based grading and grading practice classes were taught to all staff in November and March.
<i>Provide activities/training for parents of students involved in elementary summer school to assist them to help their children with learning activities at home.</i>	Summer school program report.	<u>Initiative met.</u> All five elementary summer school sites offered a workshop promoting parent involvement in math and reading literacy.
<i>Revise the district home-school support guides to reflect the state and district grade level expectations. Disseminate at 3rd quarter conferences.</i>	Staff development and ASD website.	<u>Initiative not met.</u> District home-school support guides were not revised and disseminated. The ASD website contains grade level expectations (GLEs) for reading, writing, science and math performance standards.
<i>Provide information to parents about each school's emergency crisis plan and their role in the event of an emergency.</i>	Staff development planned and implemented.	<u>Initiative met.</u> Annually, each school reviews its emergency crisis plan and provides this information to parents and their role in the event of an emergency.
Continue to retain, recruit and train highly qualified staff with an emphasis on improving staff diversity to better reflect our student body.	ASD diversity report and elementary staffing report.	<u>Objective partially met.</u> All elementary administrative positions were successfully filled with highly qualified staff. Monthly meetings and trainings for new principals and assistant principals were provided through the support of the Developing Exemplary Educational Leaders (DEEL) program.
<i>Advertise state-wide and nationally for highly qualified administrative candidates.</i>	Elementary staffing report.	<u>Initiative met.</u> Advertisements for administrative candidates were posted on Alaska Teacher Placement and Teachers-Teachers websites.
Develop more effective strategies to train and maintain highly qualified administrative candidates within the ASD.	DEEL Program and Training and Professional Development.	<u>Objective met.</u> With the support of TPD and the Developing Exemplary Educational Leaders (DEEL) program, we continue to provide training and maintain highly qualified administrative candidates.

English Language Learners Program Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
	English Language Learner Program (ELLP) staff will implement School Board and State approved 5-Year Bilingual Education Plan of Service.	Plan of Service document.	<u>Objective Met</u> : Continued to implement 5-year Plan of Service. In the spring of 2008 changes were brought forth to the school board for approval and to the State Department of Education. Changes were approved which included a re-entry plan, student planning sheet. Changes from the improvement plan were incorporated into the 5 year Plan of Service.
	Each year, a higher percentage of students will be reclassified to a higher language proficiency level over the previous year; and a higher percentage of students exit the program as measured by the Title III Annual Measurable Achievement Objectives (AMAOs).	AMAO data from the State Department of Education.	<u>Objective Not Met</u> : AMAO data from State Department of Education's Title III Department has not been received by the district.
	<p><i>Title III Annual Measurable Achievement Objectives (AMAOs). The 4 part system is:</i></p> <p>1. 37% of the students will make progress in English on the English Language Proficiency Exam K-12.</p> <p>2. 19% of the students tested on the English Language Proficiency Exam will score proficient or proficient high K-12.</p> <p>3. 77.18% AYP target for Limited English Proficiency (LEP) students.</p> <p>4. 66.09% AYP target for LEP students.</p>	AMAO data and AYP data.	<p><u>Initiative Not Met</u>: Data regarding AMAOs has not been given to the district from the state as of 11/3/08. Based on preliminary data.</p> <ul style="list-style-type: none"> • ELLP staff met with schools not meeting AMAOS to determine effective schoolwide strategies. William Tyson Elementary School reached the target of Making Progress in English at 37%. William Tyson had 38.4% of students making progress in English. • Schools reaching target 2 (attaining proficiency in English) include: Dimond High School, Hanshew Middle School, and Sand Lake, Trailside, Tudor and Turnagain Elementary Schools. • AYP Target for LA Not Met- 67% of LEP students were proficient. • AYP Target for Math Not Met- 60% of LEP students were proficient.
	Percentage of LEP students scoring not proficient in reading, writing, and math on the HSGQE will decrease by 10 percent.	Profile of Performance.	<p><u>Objective Not Met</u>: On the HSGQE, LEP students' scores did not decrease by 10% across all three grade levels.</p> <p>LEP students scoring not proficient increased by:</p> <p style="margin-left: 20px;">Grade 10: 84.9% Reading 69.5% Writing 26.2% Math</p>

			<p>Grade 11: 23.1% Reading 32.9% Writing 12.1% Math</p> <p>Grade 12: 17.5% Reading 31% Writing 1.7% Math</p>
	<i>All staff development for new to ELLP paraprofessionals focus on effective collaboration as part of the academic year (Aspire Training).</i>	MLP documentation.	<u>Initiative Met:</u> All new ELLP staff attended Aspire session.
	<i>Staff development for English as a Second Language (ESL) and mainstream staff continues, trainings may include Sheltered Instruction Observation Protocol (SIOP), Peer Coaching etc.</i>	Sign in sheets and evaluation forms.	<p><u>Initiative Met:</u> SIOP credit course offered at Muldoon Elementary. In addition, three sessions were offered on ESL vocabulary strategies and two at Klatt and one at Susitna.</p> <ul style="list-style-type: none"> • Middle School Bilingual Tutor Meetings included SIOP training throughout the year. • Middle School ELL teachers-English Language Proficiency Standards alignment, Understanding by Design, building level meetings for regular education staff on program model and strategies. • Crossroads-SIOP overview, LA activities, strategies for vocabulary development and reading comprehension. • Language Arts grade 9 curriculum development. • World History curriculum development.
	<i>Staff development on second language acquisition/ development and strategies for English Language Learners (ELL) is extended to mainstream staff though monthly staff meetings and ASDSA -80 staff members.</i>	MLP, staff sign-in sheets, evaluation forms.	<p><u>Initiative Partially Met:</u> Twenty (20) participants included regular elementary teachers.</p> <p>Service High School new staff receive staff development on program articulation, Language Acquisition and Sheltered Instruction strategies.</p> <p>Service and South High School counselors' meetings included Language Acquisition awareness.</p>
	<i>GLAD training, Fall 2007.</i>	Attendance at training.	<u>Initiative Met:</u> One staff member attended Glad training. Information shared with other staff.

	<i>Training on Newcomers and Academic Language Strategies for classroom teachers to help students acquire academic language.</i>	Attendance at training.	<u>Initiative Met:</u> ELLP Supervisor and Newcomer Center Counselor attended training in February 2008. Delivered information to teachers and tutor at Newcomers' Center and ELLP Specialists. Strategies introduced at Newcomers Center. Decision made to bring presenter to ASD to work with all ELLP staff in fall of 2008.
	<i>Training to regular classroom teachers and ELLP tutor at Bayshore Elementary targeting English Language Proficiency (ELP) standards and specific goal setting using Bilingual Planning Sheet.</i>	Student Planning Sheets.	<u>Initiative Met:</u> Bayshore principal, ELLP tutor and ELLP Elementary Specialist worked with all classroom teachers of ELLs. Planning sheets put into place for all ELLs at Bayshore. Goals made for each student in reading, writing, listening and speaking based upon the English Language Proficiency Standards. Classroom teachers increased awareness of the standards and how students make progress in the standards. Strategies used with students were recorded on the planning sheet.
	<i>ELLP staff begins to work on ELP standards to incorporate into the Standards-based Assessment and Reporting (SBAR) process.</i>	ELP standards incorporated into SBAR process.	<u>Initiative Partially Met:</u> Very preliminary work begun on incorporation of standards is one of the two priorities for 2008-2009.
	<i>SBAR Staff Development Design Team participation.</i> <i>Bilingual staff participates in spring.</i>	MLP and sign in sheets.	<u>Initiative Met:</u> <ul style="list-style-type: none"> • ELLP staff helped with school presentations. ELLP elementary staff attended schools SBAR presentations. ELLP staff attended meetings at the district level. • Participated in videoconferencing with Dr. Robert Marzano and follow-up meetings with Dr. Enid Silverstein.
	<i>Participation on Student Information System (SIS) Fit-Gap Committee.</i>	Meeting attendance.	<u>Initiative Met:</u> <ul style="list-style-type: none"> • Supervisor attended meetings throughout the year. • Middle School Specialist attended two Fit-Gap meetings.
	<i>SBAR Staff Development Design Team participation.</i> <i>Assist with elementary level implementation.</i>	ELLP staff participation.	<u>Initiative Met:</u> <ul style="list-style-type: none"> • One Elementary ELLP specialist co-presented SBAR training. • Elementary ELLP staff participated to support SBAR pilot teachers at Kasuun. • Participated in large group SBAR meetings at the district level. • Work began on ELLP component for SBAR will continue during the 2008-2009 school year.
	<i>Develop re-entry plan for exited students and modify current monitoring forms.</i>	Plan of Service.	<u>Initiative Met:</u> Re-entry plan was developed and approved by the school board and at the state level. Incorporated into the Program of Studies (POS) for the 2008-2009 school year.
	<i>In conjunction with Pearson Education align the English Language Proficiency Standards with ELLIS material.</i>	Standards alignment.	<u>Initiative Met:</u> Alignment between English Language Proficiency Standards and ELLIS. Document provided for use with department and schools, using ELLIS.

	Implementation of Elementary Bilingual Learning Center at Rogers Park Elementary School.	Implementation.	<u>Objective Met</u> : Teacher was hired and learning center was established in fall 2007.
	Explore possibility of a Newcomers' Center at East High School.	Student enrollment at East High School in Newcomers' Center Classes.	<u>Objective Met</u> : School board approved the additional position for East High School's Newcomers' Center. Curriculum was ordered and teacher was hired for classes to begin fall 2008.
	Increase staff (certificated and paraprofessional) as needed.	FTE increase present in General Budget.	<u>Objective Met</u> : ASD School Board approved two additional certificated secondary positions for the 2008-2009 school year.
	Regular classroom teachers plan and apply culturally responsive approaches for LEP students.	MLP.	<u>Objective Met</u> : Teachers who attended the ASDSA Teacher Academy learned culturally responsive approaches and developed lesson plans from Success for All Students credit class.
	<i>Comparative data available to determine the effectiveness of program and where to expand use in additional schools.</i>	Spreadsheet.	<u>Initiative Met</u> : ELLP specialists participated in trainings to: <ul style="list-style-type: none"> • Analyze data. • Target schools in which students were not making progress on the AMAOs and/or where the schools' SPED/ELL numbers were high, and/or AYP scores were lower than other schools. • Make decisions based on data to provide additional support in areas of professional development and resources.
	<i>Staff development to provide the social and emotional learning as well as academic support.</i>	MLP.	<u>Initiative Partially Met</u> : ELLP staff at Scenic Park, Bowman, Government Hill and Baxter Elementary Schools received training as part of a districtwide staff training provided by SEL on how to support social and emotional learning. Teachers who attended the ASDSA learned culturally responsive approaches and designed lesson plans in the Success for All Students credit course.
	<i>Collect baseline data from Cultural Responsiveness Survey of the state-approved Bilingual Plan of Service.</i> <i>Comparison of baseline data from 2006-2007 to 2007-2008 prepared.</i>	Bilingual Survey.	<u>Initiative Met</u> : Baseline data was collected in 2006-2007. Survey results from 2007-2008 were compared to 2006-2007 data. Results are being presented to ELLP staff, fall 2008. Results of survey were posted on the English Language Learner Program website. Power Point presentation will be posted which compares the year-to-year data.

English Language Learners Program Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	The K-12 ELLP staff provides culturally responsive curriculum to LEP students.	MLP and sign-in sheets.	<p><u>Objective Met:</u> As a department we are involved with content curriculum reviews and involved in adoption of new materials. Specific content areas are listed below in the individual initiatives. 2007-2008 We were involved in reviewing and adopting new World History Curriculum to be used for ESL classes and Newcomers Center. We have also been involved with the Middle School Language Arts review and possible new adoption and Social Studies curriculum review at the elementary level.</p> <p>ELLP is consistently looking for supplementary materials for teachers to use that is culturally responsive.</p>
	<i>Annual staff development for Bilingual staff includes Respecting Ethnic and Cultural Heritage (REACH) curriculum for understanding our diverse learners.</i>	MLP and sign-in sheets.	<p><u>Initiative Not Met:</u> The program REACH was not used in 2007-2008 although some REACH concepts were taught. Materials are not up to date. ELLP Supervisor investigated updated training and purchase of updated materials and found it was not cost effective or affordable.</p>
	<i>Social Studies Review Committee. ELLP staff included in HM trainings. ELLP included in Middle School Math trainings. ELLP included in LA Curriculum Review Committee.</i>	MLP and sign-in sheets.	<p><u>Initiative Partially Met:</u></p> <ul style="list-style-type: none"> • Elementary ELLP Specialist attended intermediate Social Studies review committee meetings. ELLP elementary staff attended HM trainings at the building level. • Math Trainings on SIOP strategies for Middle School were attended. • Middle School Language Arts review: Middle School ELLP Specialist on review committee. Additional ELLP staff participated.
	<i>Staff development for ESL and mainstream teachers to understand and be able to use a variety of assessment that will serve the varied educational levels and language needs of LEP students.</i>	MLP and sign-in sheets.	<p><u>Initiative Met:</u> ELLP staff trainings, ELPA training, review and application of assessments that are embedded in Middle School ESL LA Curriculum (Understanding by Design).</p> <p>Elementary teachers at SBAR schools have received training in a variety of assessment tools.</p> <p>2007-2008 ELLP planned for a presenter in Fall, 2008 that would work with all staff on Academic Strategies for ELLs. In this training the presenter will explain formative assessments that can be used in the classroom to gauge students' comprehension and to help teachers make decisions on which concepts need further instructional support.</p>

English Language Learners Program Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	Provide research-based culturally responsive instruction to LEP students.		
	<i>New ELLP teachers and staff will receive training in Sheltered Language/Culturally Responsive Approaches, and apply structures to their practice.</i>		
	<i>Promoting Success for All and Sheltered Instruction Observation Protocol (SIOP) strands for teachers offered at June Academy.</i>	MLP and sign-in sheets.	<u>Initiative Met:</u> Two (2) ELLP Specialists taught Success for All at the ASDSA, incorporating SIOP strategies and culturally responsive approaches for classroom teachers. There were 20 participants.
	<i>Supervisor to attend one area principal meeting. Share information on SIOP for evaluating teachers and ongoing professional development opportunities.</i>	Meeting attendance.	<u>Initiative Met:</u> Supervisor attended an East area principal meeting. Information was shared regarding services and options for professional development.
	<i>Developed an internal review committee to</i> <ul style="list-style-type: none"> • <i>Read researched based articles</i> • <i>Develop rubrics which include assessment, student, teacher, and curriculum</i> • <i>Look at current programs strengths and weaknesses</i> 	Sign-in sheets and rubrics.	<u>Initiative Met:</u> Team of approximately 15 ELLP staff members across grade levels and content areas met on a regular basis during the 2007-2008 school year. During review process the group read researched based articles on best practices for ELL students. From the readings, team developed rubrics for assessment, student, teacher and content. Rubrics contained what the team felt were non-negotiable items for all ELLs. Strengths and weaknesses of current program were examined. Results will be taken to a larger audience. Parent advisory group will work on the parent rubric.
	Help parents navigate English speaking culture of schools and community. <i>Continue with Parent Classes and establish a Parent Advisory Group.</i>	Sign-in sheets, lesson plans.	<u>Objective Met:</u> Parent classes held at Begich Middle School in the spring of 2008. <u>Initiative Met:</u> A parent advisory group established met two times in Spring 2008.
	6 ELLP staff members attend Community Interpreter training through Catholic Social Services. ELLP staff attend BMEEC conference.	MLP, Sign-in sheets, Request for Seats (forms)	<u>Objective Met:</u> Six (6) members attended community interpreter training through Catholic Social Services. This included one (1) certificated employee and five (5) classified employees. 83 staff members attended one day of training for the BMEEC. Four (4) staff

	<p>ELLP Staff members attend the Language Interpreter Training through the Interpreter Center.</p> <p>ASD Staff and Students attend the Asian Cultural Performance.</p>		<p>members attended all three days.</p> <p>15 ELL staff members attended Language Interpreter Training through the Interpreter Center</p> <p>Approximately 700 students attended the Asian Cultural Performance (from 12 schools districtwide).</p> <p>Two staff members attended the national TESOL conference.</p> <p>ELLP Supervisor and Newcomers' Center Counselor attended Newcomers' conference.</p>
	<p><i>Collaborate with Curriculum and Communications Departments to provide interactive, cross-cultural, curriculum-based modules</i></p>	<p>MLP, Sign in sheets</p>	<p><u>Initiative Met:</u> Collaboration with LA on ESL LA curriculum as well as LA middle school curriculum</p> <p>High School collaboration with Social Studies in curriculum review and adoption of new World History materials.</p> <p>Elementary collaboration with elementary Social Studies review.</p> <p>Collaboration with SEL, Instructional Technology, Indian Education, and Title I to discuss curriculum, supplementary materials, training opportunities and best practices for culturally responsive curriculum and activities in the classroom.</p>

Gifted Education Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
Increase both numbers and proportions of Native/LEP/under-represented groups who are identified and served by Gifted Education, K-6.	Enrollment Data of Gifted students in grades K-6 in Title I schools.	<u>Objective met.</u> The enrollment of Gifted students in Title I schools increased by 205 students from the 2006-2007 school year to the 2007-2008 school year. This was an increase of 43%.
5% enrollment increase of under-represented groups in the Highly Gifted Program (K-12) each year.	Demographic enrollment data in grades K-12 at Rogers Park, Romig Middle School and West High School. (This is the first year the data has been collected.)	<u>Objective partially met.</u> Rogers Park (5 students), Romig Middle School (8 students), West High School (13 students).
<i>Implement portfolio assessment for students who in the 90%-92% range for achievement and ability in Title I school(s)</i>	Portfolio review committee meets on an as needed basis to review portfolios that are referred by IGNITE and classroom teachers.	<u>Initiative met.</u> Five portfolios were reviewed in elementary and middle schools.
<i>Use alternative assessments that are language-barrier free.</i>	Implement C-TONI ability assessment, which is culturally unbiased and language-free in elementary and middle schools.	<u>Initiative met.</u> C-TONI was used when assessing students who are bilingual, twice exceptional and from under-represented populations.
Deliver enrichment services to more students.	Served Mountain View, Ptarmigan, Russian Jack, Willow Crest, Tudor, Northwood, William Tyson Elementary Schools.	<u>Initiative met.</u> Increased enrichment services to two schools in 2007-08 school year. Over 100 non-identified students in the schools received enrichment services.
Provide transition support for Title I students in Gifted who will be attending non-Title I schools.	Met with each Middle School team and principal that were serving Clark students. Collaborated with Appeal Grant Coordinator.	<u>Initiative met.</u> Forty-one (41) students who were Clark zoned participated in the tutoring/gifted support program. 2 teachers facilitated the program and were paid with Appeal Grant funds.
5% increase of under-represented middle school groups in Gifted Education.	Reviewed enrollment of gifted students who were from Clark but moved to another school due to the closing of Clark Middle School during the 2007-2008 school year.	<u>Objective met.</u> The Gifted Program met with the middle school administration and teams that absorbed Clark students into their schools for the 2007-08 term. 25 Clark 8 th grade gifted students were absorbed into the middle schools serving Clark students. This was an increase of 2 students from 06-07.
<i>Collaborate with Indian Education, ESL Education, and Special Education to search for possible gifted referrals.</i>	IEP data, SMS data and teacher referrals from specialists.	<u>Initiative partially met.</u> Data from the Indian Education was available. 99 students were documented as receiving gifted and Indian Ed services. Data was not found illustrating the number of gifted students receiving ESL services.
High school gifted students apply their academic learning in the “real world” to both broaden and	Three Gifted Mentorship Coordinators are assigned to the eight comprehensive high	<u>Objective met.</u> The Coordinators meet weekly with counselors, students, classroom teachers, administrators and community leaders. During the weekly meetings, the

<p>focus their career interests for long-term goals. High school gifted students develop “real world” communication, team and collaborative skills.</p> <p><i>Continually update and expand the high school Gifted Mentorship Program.</i></p> <p><i>Facilitate meetings with high school counselors to find possible student referrals.</i></p> <p>5% increase of identified students for high school Gifted Mentoring Program each year.</p>	<p>schools and the alternative schools that participate in the service. Currently there are over 500 community members in the Gifted Mentorship Database.</p> <p>Enrollment Data of Gifted Students in High School Mentorship Program. Review participation levels from represented high schools.</p> <p>Documentation of meetings with counselors at designated high schools.</p> <p>Reviewed average enrollment data of 2006-2007 and 2007-2008.</p>	<p>Coordinators increase the awareness of the program as well as build the enrollment of the program.</p> <p><u>Initiative met.</u> Increased the mentorship program summer staff by one person. All participating high schools are receiving adequate school contact with the coordinators each week. Forty-nine (49) students from across the district were enrolled in summer program.</p> <p><u>Initiative met.</u> The mentorship coordinators met with all of the school counselors.</p> <p><u>Objective met.</u> One hundred eighty-five (185) students participated in the Mentorship Program in 07-08. This was an increase of 77 students or an increase of 42%.</p>
<p><i>Collaborate with Bilingual and Indian Education to recruit under-represented students for mentorship program.</i></p>	<p>Documentation of collaboration with different programs during the school year.</p>	<p><u>Initiative met.</u> In-serviced with secondary ESL staff on criteria for mentorship. Met with Indian Education supervisor on increasing mentorship referrals at the high school level.</p>
<p><i>Implement outreach program between high school mentees and targeted Title I elementary schools.</i></p> <p><i>Add under-represented population’s language in referral paperwork.</i></p>	<p>In service to IGNITE teachers about the mentorship outreach.</p> <p>Develop changes in the SLP paperwork that would include if a student is ESL or receives Special Ed services.</p>	<p><u>Initiative met.</u> One Title I school participated in the outreach program.</p> <p><u>Initiative met.</u> Changes were made to include ESL, Special Ed identification in the SLP paperwork.</p>
<p>Train middle school teachers on autism spectrum disorders.</p>	<p>Record of training on autism spectrum disorders led by a community expert on the disorder.</p>	<p><u>Objective met.</u> Eleven faculty members from across the district participated in the training in April of 2008.</p>
<p><i>Provide a tutoring program after school for two middle schools and provide a stipend for teachers to staff it.</i></p>	<p>Referral lists of students needing tutoring from classroom teachers, parents, and school intervention teams.</p>	<p><u>Initiative met.</u> Four middle schools provide tutoring opportunities for gifted students. They are Mears, Romig, Central, and Begich.</p>
<p><i>Conduct a needs assessment for boys in 4th grade. Identify boys with qualifying scores to determine if they have been referred for gifted services.</i></p>	<p>Review of student assessments, school records and school referrals.</p>	<p><u>Initiative not met.</u> Did not have the staff resources to facilitate the needs assessment.</p>
<p><i>Provide gifted assessment at each middle school during school hours. Rotate through schools, one</i></p>	<p>Schedule of gifted referral assessments led by the middle school gifted coordinator.</p>	<p><u>Initiative met.</u> Tested at nine middle schools. Eighty (80) additional students were assessed and 32 qualified for midlevel services.</p>

	<i>each month, second quarter.</i>		
	<i>Implement an IGNITE/HG in-service on curriculum standards and the infusion of critical thinking and rigor. Develop a writing portfolio of critical thinking prompts in IGNITE.</i>	Monthly elementary IGNITE staff meetings to discuss instructional practices in writing. Quarterly instructional trainings for elementary Highly Gifted staff.	<u>Objective met.</u> Thirty-seven (37) IGNITE staff members attended the monthly meetings, 12 Highly Gifted elementary staff members attended the quarterly instructional trainings, Writing journals were implemented weekly in every IGNITE classroom. HG classroom teachers incorporated critical thinking standards into their instruction in HG classroom.
	<i>Provide in service to art and music specialists on differentiating for highly gifted elementary students.</i>	Record of August training with specialists.	<u>Initiative met.</u> Facilitated a differentiated training and offered graduate level credit to art and music specialists. 3 specialists attended along with the IGNITE and HG teachers. Provided a half-day of release time for planning differentiated lessons in art and music.
	<i>Host on National Speaker/Trainer to address district and gifted program on underachievement in gifted children.</i>	Trainer visited ASD in June.	<u>Initiative met.</u> Dr. James Webb led a parent and teacher workshop on motivating gifted underachievers at home and school. 42 teachers in K-12 and 22 parents attended the workshops.

Gifted Education Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<i>Compile middle school gifted Language Arts and Science lessons on CD Rom.</i>	Gifted Language Arts and Science teachers contribute lessons to CD ROM.	Initiative met. CD Rom was completed and distributed to middle school Gifted LA and Science teachers second quarter.
<i>Implement vertical teaming strand grades 6-7 during cross district in-service.</i>	In-service records.	<u>Initiative met.</u> Rogers Park, Central, Romig, Denali, Government Hill, and Turnagain attended the vertical team workshop. Grade level expectations on organization, homework load and project rubrics were discussed between elementary and middle school teachers.
<i>Implement vertical teaming strand grades 8-9 during cross district in-service.</i>	Record of vertical team meetings and topics.	<u>Initiative met.</u> West HS, Central and Romig attended the vertical team workshop 3 rd quarter. Grade level expectations, parent concerns, and HG criteria was discussed between middle and high school teachers.
<i>Provide one half day quarterly staff development and planning for gifted middle school teachers.</i>	Utilize substitute funding for release time.	<u>Initiative partially met.</u> Fifty percent of the middle school gifted language arts and science staff participated in the planning session.
<i>Staff attends National Association for Gifted Children (NAGC) Convention.</i> <i>Sponsor 8+ graduate credit hours in Gifted Education.</i>	Allocate funds in the Gifted budget to send two teachers and the Gifted Program Supervisor to the Convention. The Gifted Program approved professional development courses that support curriculum and instructional practices that are conducive to gifted learners. Provide credit courses during the school year and during the Summer Academy.	<u>Initiative met.</u> One elementary teacher and one elementary principal accompanied the Gifted Supervisor to the National Association of Gifted Children's Conference. <u>Initiative met.</u> Courses in brain based learning, differentiated instruction, Advanced Placement, Autism Spectrum Disorders, and Creative Thinking were approved courses beyond the Gifted Program Course Catalog. <u>Initiative met.</u> Eleven (11) credits were approved for professional development. Four credit hours were approved by the AK Staff Development Network.
<i>Identify primary teacher resources at elementary and middle school level. Purchase items needed and inventory through Gifted Dept. so each school has items remaining in event staffs leave/transfer.</i>	Cross check inventory with Elementary and Middle School purchases. Keep a data base of inventory.	<u>Initiative met.</u> Each middle school site has uniform language arts and science resources. Reading and writing resources have been inventoried at Rogers Park.

	<i>Provide training to ESL and Indian Education tutors on gifted characteristics and learning strategies.</i>	Meet with the tutors during a staff meeting for gifted training.	<u>Initiative partially met.</u> Met with ESL coordinators who, in turn, passed the information to the tutors. Did not meet with the Indian Ed tutors due to scheduling conflicts.
	<i>Assess technology needs of program.</i>	Review budget, inventory and acquisitions list from all elementary, middle school and high school sites.	<u>Initiative partially met.</u> Purchased six computers and two printers in 2006-2007. Presently, only 12 computers in the Program meet ASD minimum technology specifications. The Gifted Program is in need of 40 new computers which would replace computers that are up to four years old or older/ obsolete. Many of the existing computers cannot read nor store new software programs. The Gifted Program is in need of a new server which would be a central storage location for 4,000+ student records, reliable back-up for report cards, assessment data and student learning plans.
	<i>Increase school participation of Super Saturday elementary programs to six schools.</i>	Review Title I target schools enrollment.	<u>Initiative met.</u> Eight schools participated in SuperSaturday.
	<i>Research collaboration with Lower 48 University to offer a summer gifted academy in Anchorage. (John Hopkins, SEG)</i>	Contact and solicit the initiative to various universities in the Lower 48.	<u>Initiative partially met.</u> Expanded relationships with university summer program opportunities from one university to 6 university programs. Seven students notified the Gifted Program and were going to participate in a summer program. ASD did not establish a summer program in Anchorage but a summer program is currently provided by UAF in Fairbanks.
	The breadth and depth of mentorships available to high school gifted students meets the full range of students' interests. <i>Develop a community partnership strategy.</i> <i>Implement interest-based clubs for gifted and high achieving students districts wide, K-12</i>	Consolidate the mentorship data base and determine whether there is a range of career choices for mentees to pursue. Communicate the program to a community organizations, business groups, and professional alliances. Provide a professional development class for K-12 teachers that support this initiative.	<u>Objective met.</u> Five hundred (500) community members are currently in the mentorship data base. <u>Initiative met.</u> The mentorship coordinators presented to 12 private and public professional/community organizations during the 2007-08 school year. Several of the organizations have sponsored mentorship students or have donated resources to the program. (Example, British Petroleum makes a financial donation to pay for the cost of the year end mentorship reception and the printing costs for the mentorship newsletter. Initiative met. Fifteen (15) teachers/counselors from 14 schools led interest based clubs in their buildings.
	High school gifted students have opportunities for more mentorships to explore their career interests, now constrained by school calendar and school day schedule.	Offer summer mentorship opportunities to 50 students in conjunction with the ASD summer school term.	<u>Objective met.</u> Forty-nine (49) high school gifted students successfully completed a mentorship during the summer school term. Two mentorship coordinators supervised the mentorship opportunities throughout the summer.

	<p><i>Provide technology training for Highly Gifted teachers grades 3-6 in areas of World Languages, Fall of 2007.</i></p>	<p>Highly gifted liaison and supervisor collaborate with the world languages coordinator to explore technology resources for elementary level.</p>	<p><u>Initiative partially met.</u> World language software programs were reviewed and will be available if classrooms are interested in pursuing them. Presently, two HG classrooms are providing world language instruction as an added curricular activity.</p>
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Gifted Program Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<i>Open gifted courses to surrounding districts and to parents during the ASDTA.</i>	Advertised Summer Academy courses online, newsletters and fliers across the state.	<u>Initiative met.</u> Four teachers from local private school participated in the ASDTA.
<i>Facilitate a legislative/parent support meeting in Spring of 2008. Implement strategic community partnership initiative.</i>	Advertised and facilitated parent legislative support meeting during the 4 th quarter.	<u>Initiative met.</u> 10 parents attended the meeting.
<i>Facilitate semester teleconference with state school districts on gifted issues.</i>	Emailed teleconference invitation to neighboring school districts.	<u>Initiative not met.</u> There was not enough interest by neighboring districts to pursue the teleconference at this time.
<i>Establish an online blog/discussion for gifted teacher and stakeholders.</i>	Coordinate with tech support on the development of a blog. Advertise the blog in the quarterly newsletter and school/classroom online newsletters.	<u>Initiative met.</u> Blog was developed in October of 2007. Currently only two persons have responded to the blog.
<i>Potluck for HS gifted students who enrolled in the elementary, MS HG Program. Survey strengths and weaknesses.</i>	Facilitate potluck in January of 2008.	<u>Initiative met.</u> 10 HS students and 12 alumni participated in the gathering at West High School in January. All of the alumni found the HG program to be beneficial and rewarding. They found the curriculum to be rigorous and excellent preparation for college.
Increase communication and collaboration with other departments and programs within the instructional division.	Collaborate on financial, personnel, and curricular resources.	<u>Objective met.</u> Collaborated with Social Studies, SEL, Language Arts and Science on trainings, curricular development and staff professional support.
<i>Develop brochure on curriculum guidelines and integration of critical thinking for IGNITE program. Brochure will be distributed to school staffs, administration, and parents.</i>	Infuse critical thinking philosophies and strategies used in the IGNITE classroom.	<u>Initiative partially met.</u> Draft brochure has been created but it is not ready for distribution. It will be ready in the Spring of 2008.

Health and Physical Education Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
	High school elective health curriculum guides for First Aid in use with support for resource materials and teacher training.	Curriculum guide created.	<u>Objective met.</u> First Aid course curriculum guides and new materials were distributed and are in use.
	Healthy Life Skills curriculum guide in development.	Draft curriculum guide in progress.	<u>Objective partially met.</u> The committee continues to meet to finalize the guide.
	<i>Identify funding sources and begin training sequence for existing teacher(s) to become certified to teach designated "certificate" program(s).</i>	Funding sources identified and teachers certified.	<u>Initiative not met.</u> Priorities at the elementary level with hiring and training of new health and PE teachers took precedence.
	Sustain health-related, HIV/AIDS peer education in high schools.	Recruitment and training of new peer educators occurs and presentations made across the district.	<u>Objective met.</u> Four of 7 participating high schools continued to recruit peer educators. A two-day training occurred and requests for presentations were honored.
	<i>Establish and formalize peer education procedures and program for gun safety to be delivered through JROTC beginning in elementary schools.</i>	Presentation and training outlines developed and a JROTC program at a high school identified for start-up,	<u>Initiative met.</u> Presentation and training outlines have been created and the Chugiak high school JROTC is prepared to launch the initiative once the training and practice sessions occur during Fall 2008-2009.
	High school PE curriculum guide folders in use in all high schools following training at Fall inservice.	Curriculum guide folders for all courses in the Program of Studies created, printed and disseminated.	<u>Objective partially met.</u> Priorities at the elementary level with hiring and training of new health and PE teachers took precedence. Eight (8) of 32 curriculum guides have still to be created.
	<i>Develop SBAR rubrics and faceplates for elementary P.E.</i>	Rubrics and faceplates created.	<u>Initiative met.</u> Committee work is complete on draft K-6 faceplates and rubrics to be used by pilot teachers.

Health and Physical Education Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	<p>District Wellness Policy in place.</p> <p><i>Continued collaboration with Mayor's Task Force and State's Obesity Program personnel. Implementation of phased Wellness Plan in process.</i></p>	<p>ASD representation continues with Mayor's Task Force and selected recommendations for Wellness Plan become reality.</p>	<p><u>Initiative partially met.</u> Sharon Vaissiere continues to work closely with and/or maintain contact with different subcommittees of the Mayor's Task Force and the State Obesity Program personnel. Some Wellness Plan recommendations have been implemented and continue to be reinforced.</p>
	<p><i>Continued collaboration with Elementary Education Division and Human Resources in the hiring of approximately 25 new elementary PE teachers to increase minutes of PE.</i></p> <p><i>Prepare training, initiation materials and resources for new PE teachers.</i></p>	<p>Teachers hired and all elementary school deliver 90 minutes of PE.</p> <p>Orientation and curriculum materials and training sequence developed for new-to-district and new-to-department teachers,</p>	<p><u>Initiative met.</u> Twenty-nine (29) elementary PE teachers were hired and they are providing the additional 30 minutes of PE.</p> <p><u>Initiative met.</u> One-half day training and materials distribution was held prior to the first contract day. As follow-up all 29 new teachers were assigned liaison teachers who will meet by phone and in person with them throughout the year.</p>
	<p><i>Support implementation of additional fitness-based recommendations from Wellness Plan.</i></p>	<p>Collaborate with school personnel to expand physical activity before and after school as with the walking school bus.</p>	<p><u>Initiative met.</u> In addition to Healthy Futures activity logs kept by students during the school year, the Healthy Hero's publication helped motivate and inspire middle school students during summer school and the walking school bus week at Sand Lake Elementary served as a model for other schools of how to encourage walking to school.</p>
	<p><i>Monitor by continuing to collaborate with school nurses on collection of height and weight data to track changes in obesity among ASD student population K-12.</i></p>	<p>Middle and high school PE teachers continue to make their classes available for screening by school nurses.</p>	<p><u>Initiative met.</u> Height and weight data continues to be collected on a sampling of students 7-12 and at elementary grades. The State Department of Health and Social Services compiles and analyzes the data. A report is forthcoming for the 2007-2008 school year.</p>
	<p>Ensure fidelity of instruction of elementary health curriculum.</p> <p><i>Make adjustments to centralized support of elementary health/SEL teachers specialists' health instruction in collaboration with other administrators.</i></p>	<p>Elementary health teachers deliver all units of instruction with fidelity as attested to in a survey.</p> <p>Collaborate with the SEL Coordinator to provide in-depth training and understanding of the SEL role for health teachers in their instruction and in the school.</p>	<p><u>Objective met.</u> Face-to-face meetings with all elementary health teachers during the fall and spring provided details on instruction at all elementary schools.</p> <p><u>Initiative partially met.</u> SEL training for health teachers began with the August in-service and continued throughout the year during in-services days and as a credit class. This effort is ongoing.</p>

	<i>Deliver K-6 health curriculum (Great Body Shop) teacher training through the ASD Summer Academy.</i>	Elementary health training (the Great Body Shop) delivered at the 2008 ASDSA.	<u>Initiative not met.</u> Intensive training and monitoring of teachers and instruction during the school year alleviated the need for continued training through a credit class at the ASDSA.
	Offer K-6 health curriculum (Great Body Shop) teacher training as a UAA credit class during the school year.	Credit classes developed and implemented during the school year.	<u>Initiative met.</u> Two (2) credit classes were offered specifically for this cadre of elementary health teachers to improve and enhance GBS instruction.
	<i>Expand ASDSA class offerings to build on existing and other emerging health and PE issues as appropriate and timely.</i>	Credit classes on emerging issues created, offered and executed at the ASDSA.	<u>Initiative met.</u> Five credit classes on emerging issues in health and PE were offered and executed for teachers at the ASDSA including yoga, brain-based learning, circus arts and ball room dancing.
	<i>Provide training at Administrative Advance on "Observation Checklist" and "Best Practices" Booklet. Develop a reference tool for principals that they can refer to for the most pertinent health/PE information for Administrators.</i>	Training created, offered and executed.	<u>Initiative not met.</u> Limitations were imposed on the offerings at the Administrative Advance due to the large number of mandatory trainings that had to be scheduled.

Health and Physical Education Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
Support and strengthen community partnerships for student health and wellness and for preparation of certificated PE teachers.	Partnerships in place and agreed upon activities are taking place. Additionally, an ASD representative serves on the Community and Technical College, Career Cluster Planning Committee for Health and PE.	<u>Objective met.</u> Activities supported by the partnerships primarily in the form of policy change and advocacy are taking place e.g., STAR, Action for Health Kids, All Alaska Pediatric Partnership. A certificate program at the University of Alaska is now in place as a 5 th year MAT in PE.
<i>Promote continuation and expansion of health and fitness efforts by PE teachers in collaboration with the Healthy Futures initiative sponsored by ConocoPhillips.</i>	Data collected on increased numbers of students participating in elementary school cross country jamborees, promoted and coordinated by elementary physical educators as part of the Healthy Futures initiative.	<u>Initiative met.</u> 3,075 K-6 students participated in cross country running jamborees at three different sites: Beach Lake, Hillside and Bartlett in 2007/2008 as compared to 2389 participants in the 2007/2008 school year.
<i>Continue and embrace community partnerships for health and fitness e.g., Heart Run, Health Fairs, STAR, 4-A's.</i>	Partnerships in place and agreed upon activities are taking place.	<u>Initiative met.</u> Activities supported by the partnerships are taking place with ever increasing numbers of student and staff participants involved. For example, the Ski for Kids partnership with the ASD and the Municipal Parks and Recreation drew 258 students in 2007-2008.
<i>Collaborate with community agencies on collection, sharing and use of health and fitness data e.g., Youth Risk Behavior Survey.</i>	Youth Risk Behavior Surveys and BMI data collection are conducted at schools with support from the State Departments of Education and Health and Social Services and final reports on ASD students are available to administrators for planning purposes.	<u>Initiative met.</u> ASD data is available and in use by various departments including health and physical education, safe and drug free schools, health services, and administrators at all levels.
<i>Facilitate H/PE internship opportunities with ASD master teachers for UAA Health/PE pre-service students considering teaching as a career.</i>	Master teachers identified and internship students from UAA places.	<u>Initiative met.</u> One student from UAA's Health and PE Department was placed with an ASD master teacher during the 2007/2008 school year.

High School Education Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	Increase the percentage of seniors that have passed the HSGQE.	Number of seniors on track to graduate.	<u>Objective partially met.</u> Of the seniors enrolled in the Anchorage School District at the school year end, 2008, 97.3 percent with sufficient credits to be on track to graduate as compared to 95.5 in 2007.
	<i>Review and evaluate the effectiveness of current computer based programs for remediation.</i>	Remediation efforts at each high school.	<u>Initiative partially met.</u> Each ASD high school has implemented programs in Math, Reading, and Writing remediation. Program evaluation is ongoing.
	<i>Implement new Smaller Learning Communities and Targeted academic interventions</i>	New programs and interventions.	<u>Initiative partially met.</u> The Dimond High School Engineering house, Eagle River High School 9 th grade success program, and the West High School Ignite for 9 th graders are new programs for this year.
	<i>Pilot My Access writing program.</i>	Pilot at three of the big eight schools.	<u>Initiative met.</u> MyAccess piloted at West, East and Bartlett High Schools.
	<i>Provide after-school and summer opportunities for Literacy Boot Camp.</i>	Summer Intensives at each high school.	<u>Initiative met</u> – Intensive remediation programs were offered at each comprehensive high school during the 2008 summer session. Programs included extended year and regular summer school remediation programs.
	<i>Review and evaluate the effectiveness of current site-specific remediation initiatives.</i>	Site specific remediation initiatives.	<u>Initiative met.</u> With the use of the Carnegie Math, Read 180, Achieve 3000, MyAccess and Fast ForWord programs, over 5,200 high school students were provided differentiated instruction/intervention in the core areas during the summer of 2008 and in each semester of the 07-08 school year, in each ASD high school. The evaluation of the effectiveness is ongoing.
	<i>Professional development for counselors, administrators, and teachers on how to interpret and use student assessment data.</i>	Professional Development at each high school.	<u>Initiative met.</u> Evaluation and Assessment has provided ongoing training for all high schools. Some high schools now have building trainers.
	Reduce the dropout rate by 5 percent in each AYP-designated group in a year-to-year comparison in each high school.	5% drop in EED defined dropout rate as compared to 06-07 school year.	<u>Objective partially met.</u> Dropout rates have been reduced to 18.9% as compared to the 06-07 dropout rate of 5.78%. Dropout prevention programs in each of the comprehensive high schools combined with the efforts of the alternative programs have directly improved the dropout rate of the division.

	<p><i>Every high school has and uses comprehensive site-specific dropout prevention initiatives.</i></p> <p><i>Review High School Graduation requirements to evaluate for rigor and high student interest</i></p> <p><i>Graduation Coaches, online coursework, referrals to alternative programs.</i></p>	<p>Dropout prevention initiatives at each high school.</p> <p>Review with community, and school staff.</p> <p>Coaches and referrals.</p>	<p><u>Initiative met.</u> Dropout prevention programs were offered at each comprehensive high school during the 07-08. Prevention efforts include; follow-up calls to dropouts, referrals to alternative programs, tracking student success by semester, KCC 3rd session, offering after school credit recovery, extended year options for struggling students, advisory programs, freshman academy, 9th grade success program, 9th grade academy, AVID, alternative to suspension programs to name some of the most effective measures.</p> <p><u>Initiative partially met.</u> Review and discussion during high school forums, agenda items with principal, curriculum principal and counseling groups.</p> <p><u>Initiative partially met.</u> Limited success with “added duty” coaches, online course work and referrals to alternative programs were continued with success.</p>
	<p><i>Every high school charts annual progress and revises the site-specific dropout prevention initiatives.</i></p>	<p>Progress charted at each high school.</p>	<p><u>Initiative met.</u> With the use of the Profiles of Performance, each high school was able to see specific progress in each of the AYP-designated group in a year-to-year comparison. Each school experienced different levels of success as documented in the Profiles of Performance.</p>
	<p><i>Every high school develops and uses site-specific student follow-up strategies to ensure accurate accounting of each student who has not been in attendance for more than 10 school days.</i></p>	<p>Student follow-up strategies at each high school.</p>	<p><u>Initiative met.</u> Progress was made in each of the high schools in follow-up of students classified as “unknown”. Assessment & Evaluation was instrumental in providing data directly to principals. As compared to the previous year, an additional 176 students classified as “unknown” were changed to another code.</p>
	<p>Increase the graduation rate by 5 percent in each AYP-designated group in a year-to-year comparison in each high school.</p>	<p>5 percent in each AYP-designated group as defined by the EED graduation rate formula.</p>	<p><u>Objective partially met.</u> The overall graduation rates declined to 64.33% for the 07-08 school year as compared to 64.99% for the previous year. There were increases in the Hispanic (11.3%) and migrant (1.3%) student groups.</p>
	<p>Increase student completion of Advanced Placement courses by 5%.</p>	<p>5 percent increase in the number of students completing.</p>	<p><u>Objective met.</u> The total number of Advanced Placement courses completed by high schools students increased from 1,212 during the 06-07 year to 1,320 during the 07-08 school year for a 10.2% increase.</p>
	<p><i>Every high school will develop programs to encourage student enrollment in AP courses. (Counselor and teacher identification and encouragement of students who have the potential as reflected in their performance from the PSAT, parent referrals, etc).</i></p>	<p>Programs at each high school.</p>	<p><u>Initiative met.</u> All high schools have implemented programs for the encouragement of students who have the potential to complete an AP course. Examples of programs included early identification of students with AP potential by the administration of the PSAT, the Service High School program AVID, teacher recommendation and counselor encouragement. The training of additional teachers for advanced placement courses has also led to the increase in AP student enrollment.</p>
	<p>Workplace skills integrated into regular high school courses.</p>	<p>Integrated skills.</p>	<p><u>Objective partially met.</u> Piloted the WorkKeys/WIN program at West High School.</p>

	<p>Increase the number of hands-on courses offered at KCC and the comprehensive high schools.</p> <p>Increase 3rd session offerings of vocational programs.</p>	<p>Increased courses by 10 sections.</p> <p>Increased offerings.</p>	<p><u>Objective met.</u> Additional 14 sections (five new at KCC) of hands-on courses were offered at the comprehensive high schools.</p> <p><u>Objective met.</u> An additional six courses offered at KCC 3rd session.</p>
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High School Education Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
	Collaborate with other community agencies to maximize opportunities for lifelong learning.	Partnerships and collaborations.	<u>Objective met.</u> Each high school has a minimum of two business partners with an emphasis on building educational opportunities for students at the workplace.
	<p><i>Continue to participate as a full partner with the Anchorage Construction Academy.</i></p> <p><i>Increase by 5% the number of articulated agreements that allow students to earn high school and college credit simultaneously.</i></p>	<p>Participation.</p> <p>Increase by 5%.</p>	<p><u>Initiative met.</u> The ASD continues to be a full partnership with the Anchorage Construction Academy. Funding to ASD for this project is approximately \$850,000.</p> <p><u>Initiative not met.</u> No procedure yet available to measure growth.</p>

High School Education Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Non-Student crimes on campus decrease each year by 1%.</p> <p><i>Every high school has a police/safety security plan of action.</i></p>	<p>Number of incidents reduced by 1%.</p>	<p><u>Objective not met.</u> Objective is worthy; data to support the accomplishment of the goal is very problematic. Zangle may be helpful in gathering 08-09 data on campus crime.</p> <p><u>Initiative not met.</u></p>
<p>Fights and drug/alcohol incidents on campus decrease each year by 1%.</p> <p><i>Smaller learning Communities and targeted academic intervention.</i></p>	<p>Number of incidents reduced by 1%.</p> <p>New programs and interventions.</p>	<p><u>Objective partially met.</u> Fights have increased slightly as compared the 06-07 school year. Incidents of drugs & alcohol showed a slight decrease.</p> <p><u>Initiative partially met.</u> The DHS Engineering house, ERHS 9th grade success program, the WHS Ignite for 9th graders are new programs for this year.</p>
<p>Develop and utilize more effective means to communicate student performance with parents and guardians.</p>	<p>Communications venues.</p>	<p><u>Initiative partially met.</u> Much work and planning is being done with the new Student Information System that will allow parents 24/7 access to student performance records for their student.</p>
<p><i>Develop strategies for parent friendly access to student performance.</i></p>	<p>Parent access.</p>	<p><u>Initiative partially met.</u> Much work and planning is being done with the new Student information system that will allow parents 24/7 access to student performance records for their student.</p>
<p>Continue administrator and staff training on Customer Satisfaction.</p>	<p>Staff training and meeting documentation.</p>	<p><u>Objective met.</u> Training on customer satisfaction continues during principal and teacher meetings as documented in meeting agendas and minutes.</p>
<p><i>Each high school to complete a building walk-through evaluation to develop strategies to improve customer satisfaction for students, parents and community.</i></p> <p><i>Review high school satisfaction strategies for students, parents and community.</i></p>	<p>Walk-through at each high school.</p> <p>Review strategies.</p>	<p><u>Initiative not met.</u> Walk-throughs will be scheduled during the Spring of 2009.</p> <p><u>Objective met.</u> A revises was conducted as a part of the regular principals' meeting, the result of the review was the development of the phrase and philosophy, and "Good customer service starts with me and in my own office."</p>
<p>Continue to retain, recruit and train highly qualified staff with an emphasis on improving staff diversity to better reflect our student body.</p>	<p>Highly qualified teacher numbers.</p>	<p><u>Objective met.</u> More teachers were classified as highly qualified during the 07-08 school year as compared to the 06-07 year.</p>
<p><i>Advertise state-wide and nationally for highly qualified administrative candidates.</i></p>	<p>Advertisements.</p>	<p><u>Initiative met.</u> Each high school administrative opening attracts candidates locally, state wide and nationally.</p>

	<i>Develop and implement more effective strategies to train and maintain highly qualified administrative candidates within the ASD.</i>	Strategies.	<u>Initiative met.</u> High School Executive Director has worked closely with the Human Resources Department and Training and Professional Development staff to maintain highly qualified administrative candidates within the ASD.
	<i>Continue to send ASD high school administrators on national recruiting trips to find highly qualified teachers and administrative candidates.</i>	Number of trips.	<u>Initiative met.</u> Principals have been assigned to participate on out-of-state recruiting trips.

Human Resources Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
	Staffing and Recruitment will recruit and process hires to meet NCLB requirements, diversity goals and Recruitment Plan needs.	Certificated Recruitment Accountability Report EEO Diversity Report. October 2007 and May 2008 State Highly Qualified Report (Certificated and Classified).	<u>Objective partially met.</u> This is a major part of the mission of the Human Resources Department. Our percentage of HQ staff continues to make steady progress toward the goal of 100%.
	Increase the certificated applicant pool size by 30%.	Certificated Recruitment Accountability Report	<u>Objective partially met.</u> Although the certificated pool actually decreased in size, the pool was a more accurate and "real" pool due to the aggressive culling of applicants in the pool who had taken employment elsewhere, or changed their mind.
	<i>Submit a yearly fall Certificated Recruitment Report to the Superintendent.</i>	Certificated Recruitment Accountability Report.	<u>Initiative met.</u> Report presented to the Board in October, 2008.
	<i>Analyze, review and modify the CRP based on the Recruitment Report.</i>	Certificated Recruitment Accountability Report.	<u>Initiative met.</u> The certificated Recruitment Plan for 2009-2010 was modified and included in the report to the Board.
	<i>Research, purchase and implement a new Certificated Online Applicant Tool.</i>	Enterprise Applicant and Hiring Tracking System RFP.	<u>Initiative partially met.</u> "AppliTrack" was purchased following the RFP process and is currently being implemented in the phases identified in the RFP. Both the classified and certificated teams were represented on the RFP selection committee that selected our new applicant tracking system and have been working to implement the new system by defining our processes and customer needs.
	<i>Maintain HR website.</i>	ASD HR Website.	<u>Initiative met.</u> Both the classified and certificated teams reviewed our website and made the appropriate changes in the website. This is a continuous monitoring process. The Benefits website was upgraded and expanded.
	<i>Include analysis of new certification process in Recruitment Report.</i>	Certificated New Hire Survey Data and anecdotal input by applicants and new hires.	<u>Initiative met.</u> The tiered licensure system has been a negative in impacting the district's ability to retain exemplary teachers. The removal of the performance review requirement may lift some of the negative feeling toward the current certification process. However, there are still issues of "timely" processing that plague the certification system.

	<i>Return to analysis of areas and individuals impacted by a succession plan.</i>	Succession plan analyses.	<u>Initiative not met.</u>
	<p><i>Return to analysis of barriers to a comprehensive induction plan. Institute non-face-to-face certificated paper process orientation.</i></p> <p><i>Assist in implementing district decisions with regard to paraprofessionals who have not met NCLB requirements.</i></p>	<p>New Employee (Certificated and Classified) Orientations – Participation and evaluations documented in MLP.</p> <p>Fall and Spring HQ State Report.</p>	<p><u>Initiative met.</u> The classified staffing team conducted a new hire sourcing survey in the spring of 2008. The classified HR staff enjoyed an 84% positive (favorable or highly favorable) on that survey, associated with the classified employee's impression of the hiring experience. Likewise, the certificated team surveyed teacher new hires and received an increase in the positives associated with their hiring process. Neither the classified nor the certificated staffing teams are exploring the option of a non-face to face orientation process, based on the complexity and importance of the information shared. The Human Resources department actively participated in the new employee orientation sessions that were provided to new classified and certificated employees. Continued efforts to improve communication with new employees through such tools as revised Sub Dispatch Handbooks and welcoming informational letters are ongoing.</p> <p><u>Initiative met.</u> The percentage of paraprofessionals who meet the NCLB requirement is 96%. This number is somewhat understated because new hires have 90 days to provide their documentation demonstrating compliance with the NCLB requirements.</p>

Human Resources Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
	<p>EEO will ensure equal opportunity in the ASD as determined by Board policy and law.</p> <p><i>Implement ethnic reporting changes to match Federal and State requirements.</i></p> <p>EEO will provide mandatory training in the areas of sexual harassment and discrimination. Additionally, EEO will monitor to ensure that 85% of employees receive the training.</p> <p><i>Compliance with sexual harassment overview will be maintained through MLP documentation of the review.</i></p> <p>Provide EEO Training opportunities in the areas of: Diversity (target trained is 300); Sexual harassment (makeup sessions for employees not trained by department and new employee w/ target trained at 400); Section 504 (target 100); Title VII/ADA training for new to the District employees (target 350); Hiring policies and procedures trainings for leadership (target 75). Target training number increased by 5%</p>	<p>EEO Compliance Survey.</p> <p>IFAS changes from old identification to the new identification requirements completed in IFAS.</p> <p>EEO mandatory trainings posted in MLP training catalog.</p> <p>EEO mandatory training documentation in MLP.</p> <p>MLP documentation of EEO trainings.</p>	<p><u>Objective met.</u> As identified in the compliance survey.</p> <p><u>Initiative met.</u></p> <ol style="list-style-type: none"> 1. All matters having to do with Section 504 were transferred to the newly hired district 504 Coordinator. 2. Ethnic Code Re-identification Project was successfully implemented for employees and students. 3. EEO continues to manage requests for sign language interpreters for employees and parents. 4. The ADA committee meets monthly to consider ADA requests and reasonable accommodations. <p><u>Initiative met.</u></p> <p>Mandatory EEO trainings provided at both the Clerical and Administrative Advances. Additionally, 95% of principals, managers and supervisors completed the EEO Mandatory Training Checklist in MLP, by December 15' 2007, indicating that they had delivered the required training to their staff.</p> <p><u>Objective partially met.</u></p> <p>Currently, the district does not have a diversity training model for employees other than what is embedded in the EEO Non-discrimination training. EEO continues to look for an appropriate, self-sustaining diversity training model to use with employees. The following new employee trainings were added during the 2007-08 School year:</p> <ol style="list-style-type: none"> 1. Disability Awareness 2. Adult/Student Boundaries (Mandatory for all employees) 3. New Employee Orientation 4. Title IX training module was successfully integrated into the non-discrimination training agenda and in the New Employee Orientation

	<p>Respond to internal complaints submitted to EEO in a timely, appropriate and legal fashion.</p> <p>Decrease number of open and closed cases by 5%, based on baseline data of open and closed cases in 2005-06.</p> <p><i>Revise and update the District's Diversity Plan.</i></p> <p><i>Data presentation on Diversity to the School Board.</i></p>	<p>EEO case databases.</p> <p>EEO case databases.</p> <p>2008 Diversity Report.</p> <p>Presented to Board in September of 2008.</p>	<p>agenda.</p> <p><u>Objective met.</u></p> <p>1. 120 EEO complaints were filed in 2007-08. All of them received a 'notice of receipt' letter within 7 days of the filing date and a fact-finding meeting was held within 20 days of the filing date.</p> <p><u>Objective met.</u></p> <p>A total of 120 EEO complaints were investigated and closed during the 2007-08 school year---which is 10 less than in 2006-07 and 24 less than 2005-06.</p> <p><u>Initiative met.</u></p> <p>The EEO Diversity Report was revised and presented to the School Board in May 2008.</p>
	<p>Contract Administration will ensure an employee evaluation system uses best practices to accurately and appropriately measure performance.</p> <p>Increase percentage of online web evaluation usage by 5%.</p>	<p>Online employee evaluation tool.</p> <p>Online evaluation tool report function of completed evaluations.</p>	<p><u>Objective met:</u></p> <p>Contractually agreed to evaluation system (including online tool) utilized.</p> <p>80% of all employees were evaluated using the online tool. An increase of 5% from the previous year.</p>
	<p><i>Implementation of the Exempt Evaluation Tool.</i></p>	<p>Online evaluation exempt tool.</p>	<p><u>Initiative met.</u></p> <p>Online tool in place and utilized.</p>
	<p>Provide Evaluation Process Training opportunities for up to 150 supervisors.</p> <p>Probationary evaluation process reviewed for potential electronic monitoring.</p>	<p>MLP documentation of Administrative Advance and other trainings.</p> <p>Review process and analysis completed.</p>	<p><u>Objective met.</u></p> <p>Principal trainings documented through MLP.</p> <p><u>Initiative not met.</u></p>
	<p>Successfully negotiate Maintenance contract.</p>	<p>Negotiated Maintenance contract.</p>	<p><u>Objective met.</u></p> <p>Contract successfully negotiated.</p>
	<p>Using baseline data collected in 2005-2006, decrease formal grievances by 5% from the previous year.</p>	<p>Labor case database.</p>	<p><u>Objective met.</u></p> <p>Grievances were reduced from 20 to 19 last school year, for a 5% reduction.</p>

Human Resources Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Implement Human Resources policies and procedures consistently and fairly.</p>	<p>Ongoing analysis of internal and external practices.</p>	<p><u>Objective met.</u> This is a major function of the department. HR ensures that union agreements, state and federal regulations, board policies, and HR practices are adhered to on a consistent basis.</p>
<p>The functions and processes of the Human Resources Department will maintain an appropriate balance of efficiency and effectiveness.</p> <p><i>HR will implement upgrades to the current IFAS system.</i></p> <p><i>HR will test and implement new 7i web based IFAS product.</i></p>	<p>Ongoing analysis of internal and external practices.</p> <p>IFAS tool.</p> <p>7i web view tool.</p>	<p><u>Objective met.</u> Finding the balance between efficiency and effectiveness is a constant goal of the department. It impacts applicant processes, employee service, and resource allocation.</p> <p><u>Initiative met.</u> HR has actively participated with the upgrades to IFAS.</p> <p><u>Initiative met.</u> HR has actively participated with the implementation of the 7i web based access.</p>
<p>The Human Resources Department will complete accurate Data Report requests in a timely fashion.</p> <p><i>The Human Resources Department will present a report to the Superintendent in the Fall of 2008 of the data report requests that were completed along with an accounting of the resources used to complete the reports.</i></p> <p><i>Review and revise job descriptions for AEA to be input into the Online PVA tool.</i></p> <p><i>Ongoing revision of TOTEM job descriptions.</i></p> <p><i>Research the feasibility of providing search features to the posted HR Handbook.</i></p>	<p>State HQT report, PIP report, Greater City School Surveys, Federal Salary Reports, AASB surveys, EEO 5 reports and a myriad of other data requests from a variety of sources.</p> <p>Copies of completed surveys.</p> <p>Job description data located in the AppliTrack tool.</p> <p>Job description data located in the AppliTrack tool and current ASD PVA system.</p> <p>2007-2008 Updated Human Resources Handbook for Administrators.</p>	<p><u>Objective met.</u> Timelines were consistently met by the department with an accuracy level appropriate to the data collection tools available to the department.</p> <p><u>Initiative partially met.</u> Copies of all submitted reports have been forwarded to the superintendent's office, but no formal summary report of the extent of the data requests has been delivered.</p> <p><u>Initiative partially met.</u> This is an ongoing process as AppliTrack is rolled out.</p> <p><u>Initiative met.</u> This is an ongoing process.</p> <p><u>Initiative met.</u> A new version (2008-2009) of the HR Handbook was distributed at the Administrative Advance and is posted to the web. The decision was made not to implement an electronic search feature.</p>

	<p><i>Continue pursuit of electronic versions of external hiring processes (electronic 502, summary of hire, position requisition, etc.)</i></p> <p><i>Complete internal trainings associated with the document imaging tool (ImageNow).</i></p> <p><i>Complete document imaging of all vault hard copy personnel documents.</i></p> <p>HR/IT Data Access Plan guides access needs of the HR Department.</p>	<p>AppliTrack RFP and implementation process.</p> <p>ImageNow and WebNow electronic scanned document tools.</p> <p>Documentation included in ImageNow and WebNow.</p> <p>HR/IT Data Access Plan.</p>	<p><u>Initiative met.</u> The HR team has been working to define processes and forms to pursue electronic versions of our workflows and has been working with the AppliTrack vendor and IT to implement those processes.</p> <p><u>Initiative met.</u> Internal training associated with ImageNow is complete and the tool is being actively utilized.</p> <p><u>Initiative met.</u> The Records Management area of the Human Resources department has completed the imaging of all hard copy personnel documents.</p> <p><u>Objective met.</u> The Data Access plan has been used as the guiding priority plan for technological issues associated with both the classified and certificated teams.</p>
	<p><i>Employee exit survey tool integrated into termination process with online access.</i></p> <p>A yearly exit survey report will be submitted to the superintendent in the fall.</p>	<p>Exit survey project.</p> <p>Fall 2008 Exit Survey Report.</p>	<p><u>Initiative not met.</u> The decision has been made that this collection process would actually obtain less data (decreasing statistical significance) than other surveying methods.</p> <p><u>Objective partially met.</u> The fall exiting survey project was completed, but has not yet been submitted to the superintendent.</p>
	<p>The HR department (HR, Benefits, Labor and EEO) will administer and recommend fiscally responsible and competitive salary and benefit packages designed to recruit and retain exemplary employees.</p> <p><i>Implement, train and assess the impact of the new retirement system.</i></p> <p><i>Make recommendation and implement self-insurance if the recommendation is positive.</i></p> <p><i>Make official recommendation for modification of substitute employee compensation, based on market analysis.</i></p>	<p>Negotiated agreements, vacancy rates, Certificated Recruitment Reports, Certificated Differentiated Pay Adhoc Committee recommendations, Classified Reclass processes, and market analysis.</p> <p>Trainings and retirement data base.</p> <p>Formal analysis of self-funding option.</p> <p>Fall 2008-2009 Substitute Status Report to the Superintendent.</p>	<p><u>Objective met.</u> This is a major function of the department. The HR department, on an ongoing basis, recommends and administers salary/benefit packages designed to attract and retain exemplary employees.</p> <p><u>Initiative met.</u> Retirement training opportunities and analysis are ongoing.</p> <p><u>Initiative met.</u> Analysis was completed and a review of the impacts is still being investigated.</p> <p><u>Initiative met.</u> Salary adjustments for both certificated and classified sub positions are in place, along with an incentive plan for encouraging active subbing.</p>

	<p><i>Assist in the development of the Ethics Procedures and implementation with regard to outside employment.</i></p>	<p>Ethics notification documentation, Web access to handbook, forms and procedures, and documentation and evaluation of Ethics trainings sponsored by HR during the New Employee Orientations.</p>	<p><u>Initiative met.</u> This remains an ongoing process and function of the HR department.</p>
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Indian Education Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress																								
<p>In a year-to-year comparison, the percentage of Native students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each grade level 3-10.</p>	<p>Results based on Alaska Standards Based Assessments.</p>	<p><u>Objective not met.</u> -3.91% overall decrease 2006-2007: 2007-2008:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Grade 3: 75.46%</td> <td style="width: 33%;">Grade 3: 67.04%</td> <td style="width: 33%;">-11.16%</td> </tr> <tr> <td>Grade 4: 71.72%</td> <td>Grade 4: 72.59%</td> <td>+1.21%</td> </tr> <tr> <td>Grade 5: 77.07%</td> <td>Grade 5: 72.55%</td> <td>-5.56%</td> </tr> <tr> <td>Grade 6: 75.49%</td> <td>Grade 6: 73.68%</td> <td>-2.40%</td> </tr> <tr> <td>Grade 7: 66.80%</td> <td>Grade 7: 72.14%</td> <td>+7.99%</td> </tr> <tr> <td>Grade 8: 76.49%</td> <td>Grade 8: 73.21%</td> <td>-4.29%</td> </tr> <tr> <td>Grade 9: 73.43%</td> <td>Grade 9: 70.00%</td> <td>-4.67%</td> </tr> <tr> <td>Grade 10: 75.18%</td> <td>Grade 10: 66.41%</td> <td>-11.67%</td> </tr> </table>	Grade 3: 75.46%	Grade 3: 67.04%	-11.16%	Grade 4: 71.72%	Grade 4: 72.59%	+1.21%	Grade 5: 77.07%	Grade 5: 72.55%	-5.56%	Grade 6: 75.49%	Grade 6: 73.68%	-2.40%	Grade 7: 66.80%	Grade 7: 72.14%	+7.99%	Grade 8: 76.49%	Grade 8: 73.21%	-4.29%	Grade 9: 73.43%	Grade 9: 70.00%	-4.67%	Grade 10: 75.18%	Grade 10: 66.41%	-11.67%
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<p>In a year-to-year comparison, the percentage of Native students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each grade level 3-10.</p>	<p>Results based on Alaska Standards Based Assessments.</p>	<p><u>Objective not met.</u> -8.25 % overall decrease 2006-2007: 2007-2008:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Grade 3: 73.73%</td> <td style="width: 33%;">Grade 3: 62.53%</td> <td style="width: 33%;">-15.19%</td> </tr> <tr> <td>Grade 4: 65.32%</td> <td>Grade 4: 61.56%</td> <td>-5.76%</td> </tr> <tr> <td>Grade 5: 71.46%</td> <td>Grade 5: 61.44%</td> <td>-14.02%</td> </tr> <tr> <td>Grade 6: 66.38%</td> <td>Grade 6: 65.30%</td> <td>-1.63%</td> </tr> <tr> <td>Grade 7: 55.28%</td> <td>Grade 7: 50.72%</td> <td>-8.25%</td> </tr> <tr> <td>Grade 8: 59.21%</td> <td>Grade 8: 54.30%</td> <td>-8.29%</td> </tr> <tr> <td>Grade 9: 52.85%</td> <td>Grade 9: 50.94%</td> <td>-3.61%</td> </tr> <tr> <td>Grade 10: 55.69%</td> <td>Grade 10: 49.62%</td> <td>-10.90%</td> </tr> </table>	Grade 3: 73.73%	Grade 3: 62.53%	-15.19%	Grade 4: 65.32%	Grade 4: 61.56%	-5.76%	Grade 5: 71.46%	Grade 5: 61.44%	-14.02%	Grade 6: 66.38%	Grade 6: 65.30%	-1.63%	Grade 7: 55.28%	Grade 7: 50.72%	-8.25%	Grade 8: 59.21%	Grade 8: 54.30%	-8.29%	Grade 9: 52.85%	Grade 9: 50.94%	-3.61%	Grade 10: 55.69%	Grade 10: 49.62%	-10.90%
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<p>In a year-to-year comparison, the percentage of Native students scoring proficient in writing on the Alaska Standards Based Assessment will increase by 2.5 percent in each grade level 3-10.</p>	<p>Results based on Alaska Standards Based Assessments.</p>	<p><u>Objective not met.</u> -7.09 % overall decrease 2006-2007: 2007-2008:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Grade 3: 70.76%</td> <td style="width: 33%;">Grade 3: 61.58%</td> <td style="width: 33%;">-12.97%</td> </tr> <tr> <td>Grade 4: 69.35%</td> <td>Grade 4: 64.78%</td> <td>-6.59%</td> </tr> <tr> <td>Grade 5: 68.68%</td> <td>Grade 5: 61.11%</td> <td>-11.02%</td> </tr> <tr> <td>Grade 6: 65.94%</td> <td>Grade 6: 62.42%</td> <td>-5.34%</td> </tr> <tr> <td>Grade 7: 53.27%</td> <td>Grade 7: 54.45%</td> <td>+2.22%</td> </tr> <tr> <td>Grade 8: 55.85%</td> <td>Grade 8: 54.73%</td> <td>-2.01%</td> </tr> <tr> <td>Grade 9: 58.87%</td> <td>Grade 9: 51.85%</td> <td>-11.92%</td> </tr> <tr> <td>Grade 10: 62.81%</td> <td>Grade 10: 56.78%</td> <td>-9.60%</td> </tr> </table>	Grade 3: 70.76%	Grade 3: 61.58%	-12.97%	Grade 4: 69.35%	Grade 4: 64.78%	-6.59%	Grade 5: 68.68%	Grade 5: 61.11%	-11.02%	Grade 6: 65.94%	Grade 6: 62.42%	-5.34%	Grade 7: 53.27%	Grade 7: 54.45%	+2.22%	Grade 8: 55.85%	Grade 8: 54.73%	-2.01%	Grade 9: 58.87%	Grade 9: 51.85%	-11.92%	Grade 10: 62.81%	Grade 10: 56.78%	-9.60%
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<p>The Native student graduation rate will increase by 5 percent from year-to-year.</p>	<p>ASD Graduation reports in Profile of Performance for 2006-2007 and 2007-2008.</p>	<p><u>Objective not met.</u> 25.95% decrease.</p>																								

	The dropout rate of 7th through 12th grade Native students will decrease by 5 percent in a year-to-year comparison.	Profile of Performance Report for 2006-2007 and 2007-2008.	<u>Objective not met.</u> 0.49% increase
	Each year, an increasing portion of the Native high school population passes the HSGQE.	HSGQE results for 2006-2007 and 2007-2008.	<u>Objective partially met.</u> Percent gain or loss: Reading: Grade 10: -14.35% Grade 11: +0.85% Grade 12: -2.16% Writing: Grade 10: -11.59% Grade 11: +0.89% Grade 12: -3.98% Math: Grade 10: -8.39% Grade 11: +1.21% Grade 12: +0.80%
	Reduce the number of Native seniors that have not passed the HSGQE by 25%.	HSGQE results for 2006-2007 and 2007-2008.	<u>Objective met.</u> 2006-2007 Number of Seniors Not passed all three parts of HSGQE: 17 2007-2008 Number of Seniors Not passed all three parts of HSGQE: 8 Decrease in the number of Seniors not passing the HSGQE: -52.9%
	<i>Staff development for paraprofessionals focusing on effective collaboration as part of classroom teaching.</i>	Title VII Indian Education staff trainings, site based trainings and trainings offered district wide on My Learning Plan.com.	<u>Initiative met.</u> Title VII Indian Education conducted nine (9) trainings during the 2007-2008 school year.
	<i>Staff participation in analyzing student data and collaboration with teachers to identify materials, methods, and resources to provide academic support to Native students.</i>	ASD Assessment and Evaluation, the Accountability Department, Title VII staff and the Native Advisory Committee analyzed SBA's and HSGQE percentages to determine where the highest needs were.	<u>Initiative met.</u> All staff participated in trainings to 1) analyze assessment data; 2) share effective strategies and materials for tutoring in specific areas of need; 3) share information with parents on NCLB and ramifications for their children; and 4) effective reading, writing and math strategies for students.
	<i>Math, Reading, Writing, Native Language, Cultural Activities and Wellness Summer Enrichment program for grade levels 1-8.</i>	Self-report.	<u>Initiative met.</u> 155 students participated in the 2007-2008 Summer Enrichment Program.
	<i>Piloting summer Walk and Write 2 week-long institutes incorporating outdoor education with effective writing strategies and cultural knowledge (grades 7-12).</i>	Self-report.	<u>Initiative met.</u> 20 students participated in the 2007-2008 Walk and Write Program.

	<i>Provide support to Elementary, Middle and High School Summer school programs by providing Title VII Indian Education paraprofessionals and High School Student teacher assistants.</i>	Self-report.	<u>Initiative not met.</u> Title VII Indian Education did not provided support due to the overlap of the Title VII Summer Program and ASD's Summer school.
	<i>Provide Math, Reading, Writing, Native Language, Technology and Cultural and Wellness activities Pre-K-12 at Evening Programs.</i>	Self-report.	<u>Initiative met.</u> Activities were delivered to 100 students.
	<i>The Title VII Indian Education will provide supplemental academic support through tutoring during school hours, K-12.</i>	Self-report.	<u>Initiative met.</u> We provided academic support to 2,363 students. We provided support during the school day in 31 schools and at an evening program site.
	Increase the number of Native students enrolled in AP and higher-level courses at the high school level.	Profile of Performance Report for 2006-2007 and 2007-2008.	<u>Objective not met.</u> 2006-2007: 81 2007-2008: 42
	Increase the percentage of Native students in an accelerated math sequence.	Profile of Performance Report for 2006-2007 and 2007-2008.	<u>Objective not met.</u> 2006-2007: 9.19% 2007-2008: 8.81% Percent change: -4.13%
	<i>Work with students, parents, teachers, counselors, administrators and community representatives to effectively communicate and increase expectations for elementary, middle and high school math achievement, with a particular focus on the transition from 6th to 7th grade and 8th to 9th grade(s).</i>	Self-report.	<u>Initiative met.</u> All Title VII staff assisted with transition meetings, open houses and met with staff.
	<i>Work with partners to connect students with college scholarships.</i>	Self-report.	<u>Initiative met.</u> Three scholarship-building workshops were offered to Native juniors and seniors at three schools. Partners were invited into schools to present scholarship information. Scholarship information is posted on the Title VII Web site.

Indian Education Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

Objective/Initiative	Measure	Progress Report /Evidence of Progress
Help create a climate of respect for all students, teachers, administrators, and parents.	Culturally Responsive Instructional Six-Year Plan, MLP, self-report, and ASD's School Climate and Connectedness Survey.	<u>Objective met.</u> Through the efforts of Title VII Indian Education and many other ASD Departments, this objective was met.
<i>Develop a database of Native Elders, Artists, and Professionals who are available to present in classrooms.</i>	Self report.	<u>Initiative met.</u> Not only was a database developed, a lesson for each presenter was developed as well.
<i>Develop Native Leadership Clubs at each of the high schools where there is Title VII Indian Education staff.</i>	Self report.	<u>Initiative partially met.</u> One school out of four hosted a Leadership Club; the other three schools either ran a Culture/Homework Club or Native Youth Olympic team.
<i>Support the efforts of ASD Human Resources, EEO and ASD Training and Professional Development, universities and the Native community to recruit and retain Native teachers.</i>	Self report.	<u>Initiative met.</u> We hired 10 Native high schools students interested in education to work either in our Evening Program or at our Summer Enrichment Program.
<i>Provide opportunities for Native high school students interested in the teaching profession to work as teacher assistants at the Evening Program, Elementary summer school or the Title VII Indian Education Enrichment program.</i> <i>8 Native high school students work as teacher assistants.</i>	Self report.	<u>Initiative met.</u> 10 Native High School students assisted with either the Evening Program or with the Summer Enrichment Program. One Native student was hired to peer tutor after school.
<i>Once a year, Title VII Indian Education will host a meeting for all ASD Native teachers and administrators to discuss educational and professional opportunities, develop collaborative partnerships, and discuss Native Education.</i>	Self report.	<u>Initiative met.</u> A meeting in October was held for all ASD Native Educators.
<i>Each year assist with cultural responsive training at the Administrative Advance, TOTEM conference and, Administrative Assistant Advance.</i>	Self report.	<u>Initiative partially met.</u> Our department assisted others with presentations.

Indian Education Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
Parents are partners in their children's education. They know their rights and responsibilities, how to navigate and work with District procedures and personnel, and how to communicate their needs.	Self-report.	<u>Objective met.</u> Each month at the Native Advisory Committee meeting, one or more of the following individuals made presentations: invited guests, staff, and/or Advisory Committee members. The presentations are based on the needs of the Native student population. The PIRC Grant has a Yup'ik liaison that also does out reach to parents. One responsibility of Title VII staff is to facilitate communication between home and school.
<i>Deliver ASD information via monthly Native Advisory Committee meetings, newsletters, website and Channel 14.</i>	Self-report.	<u>Initiative met.</u> All meetings are advertised in Title VII mailings, on Channel 14, if time and space permits the information included in the Anchorage Daily News ASD ad, and all meetings are posted on the Title VII website.
<i>Area specific meetings for parents of Native children that focus on school navigation, NCLB rights and responsibilities, attendance policies, developing a sense of community and increased community involvement are provided at 5 schools, two meetings per school.</i>	Self-report.	<u>Initiative partially met.</u> 20 schools conducted one (1) Title VII Indian Education Open House during the school year. During this gathering the primary focuses were (1) develop a sense of community and; (2) providing an overview of school based resources.
Ensure active participation on the Native Advisory Committee (NAC) and other members of the Native community in ASD activities.	Self-report.	<u>Objective partially met.</u> NAC and members of the Native community were invited and/or notified of various ASD events. Some participation occurred. The NAC assists with developing the Title VII Indian Education Federal Grant objectives and the objectives and initiatives within the Title VII Indian Education Six-Year Instructional Plan. The community is welcome to provide input as well by attending the monthly meeting, commenting on-line, faxing in comments, or through the U.S. Postal Service.
<i>Provide training to NAC on roles and responsibilities.</i>	Self-report.	<u>Initiative met.</u> Training was provided in June of 2008.
<i>Provide avenues for the Native community to learn of opportunities for participation in ASD decision-making committees.</i>	Self-report.	<u>Initiative met.</u> Opportunities are shared via the monthly meeting, posting on the website, in the newsletters, and by e-mail.
<i>Work with departments and programs in the Instructional Division to involve Native educators, parents/guardians, and students on District committees and in District initiatives.</i>	Self-report.	<u>Initiative met.</u> Title VII Indian Education provided contact information of Native staff and community members to departments and programs in the Instructional Division.

	Establish and maintain partnerships with local Native organizations and associations in tracking Native student success.	Self-report.	<u>Objective met.</u> Title VII maintains many partnerships, including, but not limited to, Cook Inlet Tribal Council, Chugachmuit, and Alaska Native Heritage Month, Inc.
	<i>Develop Memoranda of Agreements or letters of support to share information or collaborate to improve Native student achievement.</i> <i>Increase the number of MOA or letters of support by two each year.</i>	Self-report.	<u>Initiative met.</u> Many letters of support were provided to Title VII Indian Education and Title VII Indian Education wrote several letters of support as well. Chugachmuit and the Southcentral Foundation were two MOA's that were established during the 2007-08 school year.
	Establish and maintain a partnership with the Alaska Native Charter School.	Self-report.	<u>Objective met.</u> Title VII Indian Education assisted with the dissemination of information to Native families regarding the school.
	<i>Share, develop, and disseminate culturally relevant curriculum.</i>	Self-report.	<u>Initiative met.</u> New materials were ordered for each school Library. Units were developed and added to the Heritage Month booklet. Resources have been added to our website.

Integrated Assessment/RTI Committee Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
	Assessments and data will guide appropriate placement and transition for all students among division levels.	Placement guidelines in place for core subject areas along with the technology interface to support it. Math was the content area goal for the 2007-2008 school year.	<u>Objective met.</u> Placement guidelines were in place and used for placement for incoming grades 6, 7, 8 and 9 students. The course options at the high school level were refined based upon the work done in Math C&I Support. The middle school placements were monitored by math C&I who worked directly with school-level administration to ensure all teachers made recommendations using the placement system.
	<i>Annually review math guidelines for placement and refine reports used by staff.</i>	Placement guidelines in use are based upon feedback and revision by staff through the committee work coordinated by Math C&I Support.	<u>Initiative partially met.</u> The process worked well for grade 8 and 9 but will need to be reviewed and refined for more effective use with incoming grade 6 and 7 middle school students.
	Assessments are reviewed to analyze effectiveness and relevancy.	Review of current district assessments in place in ASD using the Integrated Assessment Framework.	<u>Objective met.</u> The Integrated Assessment Committee met monthly to continue the efforts to align assessments with the Integrated Assessment Framework. Examples of this work includes the identification of benchmark assessments in place in the science curriculum, refining benchmark assessments in place for elementary language arts, starting the work to develop benchmarking assessments in elementary math and the inclusion of benchmark assessments in the English 9 curriculum guide.
	Analyze successful course completion rate based on grade 9 math placement guidelines and refine for future use.	Placement guidelines refined based upon data of successful course completion.	<u>Initiative partially met.</u> Assessment and Evaluation is currently in the process of pulling the data for math C&I to analyze. The analysis and refinement of placement guidelines will be completed in 2008-2009.

Integrated Assessment/RTI Committee Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	Core content areas will identify the role of formative, benchmarking and summative assessments in their K-12 curriculum.	Assessments aligned to the Integrated Assessment Framework are in place and used by classroom teachers.	<u>Objective partially met.</u> The work of the committee and departments is on track according to the timeline set out in the 6-year plan for 2007-2008 except that some of the initiatives were only partially met. The timeline for implementation of the assessments varies by content level and division from 2007-2008 to 2011-2012. Work will continue on the initiatives in 2008-2009.
	<i>Identify benchmarking assessments currently in place for elementary science.</i>	Existing science unit assessments identified and science units in which the assessments need to be analyzed for conceptual alignment are identified.	<u>Initiative met.</u> Assessments designed to analyze student understanding are in place for 75 percent of the elementary science units. There are 25 percent of the units that have assessments that need to be revised.
	<i>Revise and refine benchmarking assessments currently in place for elementary language arts. Content area trainings will be provided for staff.</i>	Teachers in all elementary schools have been trained to use DRA, HM Phonics Inventory, Leveled Reading Passages and Theme Skills Tests data to monitor progress on non-proficient students. All grade one students are tested, pre and post, with the DRA.	<u>Initiative partially met.</u> Houghton Mifflin Theme Skills Tests are an elementary option at some school sites and required in some Title I schools.
	<i>Begin development of benchmarking assessments for elementary math.</i>	Benchmark assessments aligned to Everyday Math will be developed for mid-year and end-year use.	<u>Initiative not met.</u> New elementary math materials were adopted and the Math Department wants the benchmark assessments to align with these materials. The mid- and end-year benchmark assessments will be developed in 2008-2009.
	<i>English 9 curriculum review committee will develop benchmarking assessments that align with newly revised curriculum guide.</i>	English 9 curriculum has benchmarking assessments developed with Skills Alaska.	<u>Initiative partially met.</u> Draft English 9 curriculum guides have been reviewed and refreshed. The process will continue in 2008-2009 with committee.
	Professional Development and support for effective use of assessment to differentiate instruction.	Professional development in place to support the effective use of assessment to differentiate instruction.	<u>Objective partially met.</u> Through a common understanding of the integrated assessment framework, professional development has been incorporated to support all integrated assessment initiatives. The emphasis in 2007-2008 was the initial work on the professional development framework.
	<i>Develop professional development framework to incorporate assessment terminology and differentiated instruction into content area trainings.</i>	Professional development framework is in place and used in all content area trainings.	<u>Initiative partially met.</u> The initial work of developing a common understanding of assessment terminology has been completed and has been incorporated into a PowerPoint presentation. The PowerPoint is used for trainings on the integrated assessment framework. Work will continue in 2008-09 on identifying any additional components that need to be incorporated into the professional development

			framework and the use of the framework across content areas.
	<i>Differentiation linked to formative assessment and a common assessment vocabulary are components of April math trainings involving the five schools new to the Everyday Math (EDM) curriculum.</i>	A template using common assessment vocabulary is developed. The template provides information as to where in the EDM program formative assessment and differentiation strategies can be found.	<u>Initiative met.</u> The elementary math support teachers developed a template and used it to identify formative assessment and differentiation strategies. This was used in the new-to-EDM training provided to teachers in the five schools that were preparing to adopt the Everyday Math program in 2008-2009.

Integrated Assessment/RTI Committee Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

	Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
	Develop Standards-Based Assessment and Reporting (SBAR) system for elementary, middle and high schools.	Standards-Based Assessment and Reporting System is in place and used by classroom teachers.	<u>Objective partially met.</u> The implementation of SBAR is on-track according to the implementation timeline outlined in the 6-year plan. In 2006-2007, approximately 60 elementary teachers piloted the system. In 2007-2008, an additional 120 teachers are involved in the pilot.
	<i>Pilot math, reading, writing, and SEL rubrics and faceplates with identified elementary teachers.</i>	Math, Language Arts and SEL rubrics and faceplates utilized in pilot classrooms.	<u>Initiative met.</u> 10 math, 25 SEL and 35 language arts teachers utilized the respective rubrics and faceplates within the pilot implementation.
	<i>Develop SBAR rubrics for elementary social studies.</i>	SBAR social studies rubrics developed by elementary ASD social studies committees and finalized through collaboration with Dr. Robert Marzano.	<u>Initiative partially met.</u> Rubrics in conjunction with new curriculum design are nearly complete through technical review work done with Dr. Marzano throughout the 2007-2008 school year.
	<i>Develop SBAR rubrics for elementary science.</i>	The SBAR science rubrics developed and finalized through collaboration with Dr. Robert Marzano.	<u>Initiative met.</u> The elementary science SBAR rubrics were developed by the elementary science SBAR committee in 2007-2008. They will be piloted in 2008-2009.
	<i>Develop SBAR rubrics for elementary PE.</i>	SBAR rubrics and faceplates developed for continued review and comment by Dr. Marzano.	<u>Initiative partially met:</u> Faceplates and rubrics for elementary PE are nearly complete. Final technical review to be completed with Dr. Marzano in fall 2008-2009.
	<i>Pilot SEL rubrics and faceplates with identified elementary teachers.</i>	SEL rubrics and faceplates used in pilot classrooms.	<u>Initiative met:</u> 18 pilot teachers and 13 pilot partners utilized the SEL rubrics and faceplates as part of the pilot program.
	<i>Provide professional development to all elementary teachers on standards-based reporting.</i>	Delivery of SBAR staff development modules.	<u>Initiative met.</u> Two staff development SBAR modules were designed and delivered to all elementary staff. These modules were sequenced to elevate a uniform common knowledge base to all ASD elementary staff.
	<i>Collaborate with C-Innovations in development of a Zangle grading/reporting system that reflects the current SBAR reporting system.</i>	Zangle has SBAR reporting system in place and used by ASD teachers.	<u>Initiative partially met.</u> A team of ASD staff met with the ASD Zangle staff and had an audioconference with the C-Innovations on the needs of the district for a SBAR reporting system on Zangle. The audioconference included a demonstration of the system developed in ASD for the pilot. Continued collaboration with the ASD Zangle Project Manager will continue until final implementation set for 2010-2011.
	Timely assessment data is available to all teachers, administration, parents and students	Timely data on all assessments—formative, benchmark and summative assessments	<u>Objective partially met:</u> The RFI that went out to vendors to look for a benchmark system was not forwarded in the budget process. The Integrated Assessment

		results readily available to teachers, administrators, parents and students as appropriate.	Committee laid out a plan to develop some assessments internally with various dates for implementation. These revisions were added to the plan in last spring's revisions.
	<i>Collaborate with Educational Technology and Purchasing to release a Request For Information to explore a benchmarking system K-12.</i>	Request for Information (RFI) process completed.	<u>Initiative partially met.</u> A&E, C&I, and Educational Technology worked with Purchasing to release a Request for Information. Several responses were received and reviewed by the committee. A recommendation was made to go forward with a vendor starting with middle school language arts. The recommendation did not make it into the budgeting process.

Language Arts Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	<p>Elementary Language Arts Curriculum Committee will monitor and support implementation of Houghton-Mifflin.</p> <p><i>Solicit input, discuss, problem solve, share effective practices and post results on LA Online.</i></p>	<p>Implementation feedback and recommendations for support are collected quarterly.</p> <p>Language Arts website is updated monthly with current postings.</p>	<p><u>Objective met.</u> ELACC meets consistently throughout the year. Membership is balanced to represent grade levels. ASD regions and year of HM implementation. As a "standing committee," members report on the implementation to identify areas of strength and areas of concern.</p> <p><u>Initiative met.</u> Minutes from all ELACC meetings are posted on the curriculum website and shared with stakeholders.</p>
	<p>Students in K-1 grades will write with increased legibility.</p> <p><i>Purchase resources to support effective handwriting instruction in grades K-1. Include handwriting instruction in literacy training for K-1.</i></p>	<p>Consistent approaches in kindergarten handwriting instruction produces increased legibility in first grade.</p> <p>Handwriting Without Tears program is purchased and integrated with current literacy program.</p>	<p><u>Objective partially met.</u> Schools that implemented Handwriting Without Tears instruction provided a base for first grade instruction.</p> <p><u>Initiative met.</u> Elementary schools received handwriting instruction resources for kindergarten teachers and students.</p>
	<p>Middle school and high school classroom core literature and textbooks support the teaching of curriculum guides.</p> <p><i>Review middle school LA curriculum, grades 6-8, analyze assessment data and relate to student achievement. Review resources and recommend purchase of classroom sets of textbooks to support the guide.</i></p>	<p>Curriculum guides reflect core literature choices and textbook references that are aligned to best practices and standards.</p> <p>Review process documented.</p>	<p><u>Objective met.</u> Core literature choices and textbook references are embedded in the guides at each grade level.</p> <p><u>Initiative partially met.</u> Curriculum review was initiated and will be continued in the 2008-2009 year for both middle and high school. Data analysis was conducted but funds were not available for resource purchase.</p>
	<p><i>Continue to enrich core literature resources in each school and purchase as necessary.</i></p>	<p>Core literature resources are purchased.</p>	<p><u>Initiative not met.</u> Funds were not available.</p>
	<p><i>Review grade nine LA curriculum, analyze assessment data and relate to student achievement. Review resources and recommend purchase of classroom sets of textbooks to support the guide in grade nine.</i></p>	<p>Data analysis instructs curriculum adjustments and the purchase of additional materials to support the guides.</p>	<p><u>Initiative partially met.</u> Curriculum review was initiated and will be continued in the 2008-2009 year. Data analysis was conducted but funds were not available for resource purchase.</p>

	Seek ASD Board approval for required English 11 credit or Advanced Placement in the junior year.	ASD Board approves English 11 as a requirement if one is not enrolled in Advanced Placement.	<u>Initiative not met.</u> Graduation requirements will be reviewed during the '08-'09 year.
	<i>Develop standards-based curriculum for twelve identified electives.</i>	Standards-based curriculum guides are written and approved by the High School Language Arts Curriculum Committee.	<u>Initiative met.</u> Standards-based curriculum guides were written and approved by the HSLACC.

Language Arts Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	<p>Increase quality and quantity of writing instruction in grades seven and nine.</p> <p><i>Expand pilot to include additional students and additional sites. Monitor and assess data.</i></p>	<p>My Access reports will validate increased quality and quantity of writing instruction in pilot classrooms.</p> <p>The My Access writing assessment pilot is expanded to include additional students at both middle and high school levels.</p>	<p><u>Objective met.</u> My Access data reports showed trend lines for increased writing assignments and improved quality. The reports strongly supported an expanded pilot for the 2008-2009 school year.</p> <p><u>Initiative met.</u> My Access pilot was expanded to 300 student seats in the ASD.</p>
	<p>Use of technology in Language Arts curriculum and instruction exemplifies best practices.</p> <p><i>Continue to work with Educational Technology to integrate technology as a tool through curriculum.</i></p>	<p>Curriculum guides are written to include integration of technology tools when appropriate and training is offered to apply strategies for technology integration.</p> <p>Educational Technology staff and Language Arts offer multiple trainings to LA teachers.</p>	<p><u>Objective met.</u> English elective curriculum guides (grades 11 & 12) include assessments, electronic resources and instructional applications.</p> <p><u>Initiative met.</u> Training has included use of Interactive White Boards, Podcasts, Nettekter, online writing assessment, wikis and blogs.</p>
	<p><i>Language Arts curriculum guides enriched each year with continued integration of best-practices technology applications.</i></p>	<p>Curriculum guides, current and new, are enriched with new technology applications and resources.</p>	<p><u>Objective met.</u> Grade 9 curriculum guide was enhanced with several Web site resources and prompts from My Access writing assessment.</p>
	<p>Language Arts curriculum guides and instruction include strategies and approaches to differentiate instruction.</p> <p><i>Develop curriculum guides for English electives.</i></p> <p><i>Model lessons are written to enhance curriculum guides.</i></p> <p><i>Offer credit courses for teachers in culturally responsive practices.</i></p>	<p>Curriculum guides reflect refreshed strategies and approaches to differentiate instruction.</p> <p>Twelve, standards-based curriculum guides are written and approved by HSLACC.</p> <p>Lessons are developed and accessible on the Language Arts website.</p> <p>Credit course(s) is written and offered.</p>	<p><u>Objective met.</u> New, reviewed and refreshed guides were enriched as lessons were vetted and posted online.</p> <p><u>Initiative met.</u> Twelve guides were developed and approved for instruction.</p> <p><u>Initiative met.</u> Each of the twelve guides include a model lesson that intentionally describes strategies for differentiation.</p> <p><u>Initiative not met.</u> Time, staff and resources did not support this initiative during this school year.</p>
	<p>Middle school ninth and tenth grade Language Arts and Social Studies curriculum and instruction are integrated.</p>	<p>Curriculum junctures are identified for integration.</p>	<p><u>Objective met.</u> Grade 9 curriculum for LA was reviewed and realigned to support teaming, thematically and/or geographically, with Social Studies partners.</p>

	<i>Continue to reference Social Studies connections in Language Arts curriculum guides as they are developed.</i>	Grade nine curriculum junctures are identified for Language Arts and Social Studies.	<u>Initiative met.</u> Grade nine Curriculum Guide is aligned with Social Studies to support learning.
	<i>Support integrated secondary Language Arts and Social Studies curriculum with site and district-wide collaborations/trainings.</i>	Language Arts and Social Studies needs are assessed and training is offered.	<u>Initiative met.</u> Cross-district in-service for 550 Language Arts and Social Studies teachers offered numerous training sessions based on input from surveys.
	<i>Initiate Technology-English & Social Studies Team project for grade 9 teachers in all high schools.</i>	TESST Team project identifies grade 9 LA & SS teachers to pilot curriculum and technology integration.	<u>Initiative met.</u> Thirty TESST project teams were identified and approved by respective administrators to pilot curriculum and technology integration.
	<i>Survey LA and SS teachers to evaluate curriculum structures and respond to data.</i>	Curriculum guides are user-friendly.	Initiative met. Curriculum guides for English 9 and for English electives were written with consistent format and common vocabulary.
	<i>Develop teacher resource kits (Connection Collections) to enhance instruction for grade 9, Integrated LA and SS. (Middle East, Africa, and India).</i>		<u>Initiative met.</u> Resources were identified and purchased to support integrated units of study on the Middle East, Africa and India.
	All teachers of Advanced Placement (AP) Literature and Composition and AP Language and Composition meet District and College Board criteria for qualifications.	ASD and Collage Board qualifications are established for AP teachers.	<u>Objective not met.</u> Qualifications have not been decided at a district level.
	<i>Provide AP Language and Composition training and vertical team meeting time as requested.</i>	Records of vertical team trainings and meetings.	Initiative Met. AP Language and Composition training was offered, as well as preAP trainings emphasizing vertical teaming and the spiraling of higher-level content throughout students' high school years.
	<i>Offer AP Institute; train all AP Language and Composition teachers, Sept. 2007.</i>	AP Language and Composition teachers receive necessary training to be prepared for AP rigor and classroom instruction.	<u>Initiative met.</u> Training was well-attended by AP Language and Composition teachers as well as others who are interested.

Language Arts Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	<p>Language Arts Online! (LA Online!) Website is current and includes updated curriculum guides, trainings for the year, agenda and minutes for the curriculum meetings, photo directory of all department chairs, links, and references to related resources.</p> <p><i>Restructure Language Arts Online website to update resources and to provide greater access.</i></p>	<p>Language Arts website is current and inclusive of all items in the objective.</p> <p>Language Arts website is re-designed for greater curriculum coverage and user access.</p>	<p><u>Objective met.</u> Language Arts website was comprehensive and updated frequently.</p> <p><u>Initiative met.</u> ASD web-content specialist and LA staff met to plan and design restructured website for Language Arts. Newly designed website was available by second semester, '08.</p>
	<p>Increase opportunities for children to own and read quality books.</p> <p><i>Continue to coordinate effective practices with Reading Is Fundamental in fifteen elementary schools.</i></p>	<p>Reading Is Fundamental grant proposal is written, accepted and approved.</p> <p>Fifteen elementary schools celebrate reading by providing books to students in grades K-5, three times a year.</p>	<p><u>Objective met.</u> RIF grant proposal was approved by national RIF office and then approved by the ASD Board of Education.</p> <p><u>Initiative met.</u> All fifteen schools successfully completed three book distributions during themed celebrations.</p>
	<p>Develop K-6 Language Arts (reading and writing) components for Standards Based Assessment and Reporting (SBAR).</p> <p><i>Provide training for K-6, SBAR pilot teachers for standards-based assessment.</i></p> <p><i>Monitor Language Arts implementation of SBAR, gather data and revise as necessary.</i></p>	<p>SBAR pilot is implemented with assessment rubrics and reporting faceplates.</p> <p>K-6, SBAR pilot teachers are provided consistent support and training as needed and requested.</p> <p>SBAR rubrics and faceplates are revised with gathered feedback and related data.</p>	<p><u>Objective met.</u> Thirty-five Language Arts pilot teachers and partners developed and implemented SBAR.</p> <p><u>Initiative met.</u> SBAR pilot teachers met monthly to analyze assessment processes and products. A two-credit course was offered to past and prospective pilot teachers during the ASD-Summer Academy.</p> <p><u>Initiative met.</u> Rubrics and faceplates were revised according to feedback provided by pilot teachers.</p>

Libraries Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
	Students Acquire 21st Century Information Literacy Skills	Standards and Benchmarks are used in all libraries to inform curriculum.	<u>Objective partially met:</u> All standards, benchmarks and indicators are available to librarians and trainings have been initiated over the last several years. This is an ongoing objective as we need to continually bring on board new librarians and reinforce skills for experienced librarians.
	Libraries K-12 incorporate library standards, benchmarks and performance indicators into their library programs.	Continuing use of the adopted standards and benchmarks to inform library curriculum K-6. Develop website to post comprehensive, articulated K-12 lessons. Add lessons as they are reviewed and developed.	<u>Objective partially met:</u> All standards, benchmarks and indicators are available to librarians and trainings have been initiated over the last several years. This is an ongoing objective as we need to continually bring on board new librarians and reinforce skills for experienced librarians. The Library Leadership Academy class was taken by several ASD librarians. <u>Objective partially met:</u> Website has been developed (http://asdlibrarians.wikispaces.com) however, the library curriculum committee has recommended that curriculum guides be developed and lessons be keyed to the guides on the website. This initiative is currently underway.
	Library/Information Literacy Standards align with 21st century information literacy skills and core content area standards.	Alignment of library information literacy standards to 21 st Century Information Literacy Skills and content curricula GLE's via credit course, ad hoc committees, task forces or addenda. Alignment with Language Arts and Social Studies.	<u>Objective not met:</u> This objective has been delayed to start in the 2008-2009 school year because the Library Curriculum Committee recommended that curriculum guides be developed and these would include aligning to ISTE and American Association of School Librarians (AASL) national standards as well as to content curricula GLE's. We anticipate that this process may take a couple of years to complete. <u>Objective not met:</u> This will be incorporated into the Library Curriculum Guides as they are developed.
	Libraries support, enhance and enrich adopted curricula. <i>Librarians are represented on core content curriculum committees in the curriculum renewal cycle.</i>	Librarians on Language Arts Curriculum Committees, Social Studies, Math and Science as renewal cycles are started. Bibliographies created for Language Arts and Social Studies, K-12.	<u>Initiative partially met:</u> The 8 th and 9 th grade Language Arts curriculum review, had input from librarians. The LA Curriculum HS and MS committees have regular Librarian attendance. Library Curriculum Coordinator attends most meetings as time allows. There are librarians to participate in the Elementary Social Studies and Language Arts curriculum Committees as they meet. <u>Objective partially met:</u> Librarians are participating in the creation of bibliographies at various levels. This often happens at the school level. The library curriculum coordinator participates in gathering and collating such lists.

	<p>Students are assessed on 21st Century Information Literacy Skills.</p>	<p>Research available and emerging technologies and programs to assess student's 21st century information literacy skills.</p> <p>Make a selection for grades 9-12 and begin training high school librarians on the use of the program.</p>	<p><u>Objective moved:</u> In discussions with Ed Tech and the Library Curriculum Committee it was decided that this task better fits in the Educational Technology plan with input from the librarians.</p> <p><u>Objective not met:</u> This objective has been moved to 2008-2009 and reworded "develop a plan for implementing instruction on Media Literacy and Digital Citizenship at High School in collaboration with Educational Technology.</p>
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Libraries Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
<p>Principals and teaching staff are aware of Library/Information Literacy Standards and collaborate with librarians on their implementation.</p>	<p>Each year, librarians provide quarterly updates to principals and teaching staff on library issues through staff meetings and site based in-services.</p> <p>Collaboration between librarians and staff increases.</p> <p>Librarians, in collaboration with Educational Technology, provide at least two site-based inservices on 21st century information literacy skills to teaching staff at all sites.</p>	<p><u>Objective not met.</u> A plan was developed to inform principals and school staff toward the end of the year. The library curriculum coordinator will work with librarians to implement the plan for 2008-2009.</p> <p><u>Initiative partially met:</u> 52% of librarians indicate an increase in collaboration with teachers and 29% indicate an increase in collaboration with principals.</p> <p><u>Initiative partially met:</u> 52% of librarians report providing training at their school for various technology tools and skills through staff meetings, 1 to 1 training, classes, and short workshops before and after school.</p>
<p>Librarians are aware and updated on curriculum issues and materials.</p> <p><i>Curriculum Coordinators collaborate and share via librarian meetings information about their content area.</i></p>	<p>Librarians are informed of ongoing changes to curriculum and materials needed to support curricular changes.</p> <p>Curriculum Coordinator and other librarians attend and discuss upcoming Curriculum reviews.</p>	<p><u>Objective partially met.</u> This is an ongoing objective because curriculum review is ongoing. Librarians are participating on several review committees and bring that information back to the whole group.</p> <p><u>Initiative partially met.</u> Support for collaboration from the various departments and Educational Technology has been a big help for this initiative. The current curriculum reviews have library collaboration in social studies and language arts. The library curriculum coordinator is working with the curriculum coordinators and representatives from Educational Technology to continue this collaboration.</p>
<p>All librarians know and apply the Library/Information Literacy Standards, Benchmarks and Performance Indicators and principles and practices of library administration.</p> <p><i>Mentor new ASD librarians.</i></p> <p>Credit courses taught by ASD librarians for library standards and for library management (collection development, budgeting, materials purchasing and processing procedures and all library automation).</p>	<p>Knowledge and application of standards.</p> <p>Additional mentors trained to support new librarians and those who are on plans of support or improvement.</p> <p>Credit courses taught by librarians to support application of standards as well as Library Management.</p>	<p><u>Objective partially met:</u> All schools except Steller, Mount Iliamna, and Whaley have a certified librarian and all standards are available online. Training continues in best practices for implementing Information literacy standards.</p> <p><u>Initiative met:</u> 4 new mentors trained in 2007-2008. 5 Librarians mentored in 2007-2008.</p> <p><u>Initiative met:</u> Credit courses taught:</p> <ul style="list-style-type: none"> • ASDTA: Digital Story Telling, Using interactive white boards • 21st Century Libraries class was taken by 9 librarians • YRC: Contemporary Children's Literature

<p>Librarians use best practices in educational technology application and integration in the library program.</p> <p><i>Librarians participate in the TIE & TTL programs sponsored by the Educational Technology Department. At least two librarians per year apply as part of a team for the annual grant, and the overall number of TIE & TTL librarians increases each year.</i></p> <p><i>TIE & TTL trained librarians, in collaboration with Educational Technology, identify, design and deliver professional development opportunities/courses for technology integration in the library program, and for the incorporation of 21st century information literacy skills</i></p>	<p>Training provided in use of technology in the library program.</p> <p>Librarians included in the TIE & TTL program increased.</p> <p>Workshops and classes provided at ASDTA and through training opportunities within the school year.</p>	<p><u>Objective partially met:</u> Training was provided in various classes and workshops 52% of librarians participated in classes to improve their use of technology in the library program.</p> <p><u>Initiative met:</u> 7 librarians applied for TIE or TTL grants in 2007-2008, 2 librarians became TIE or TTLs in 2007-2008.</p> <p><u>Initiative partially met:</u> Classes were provided during ASDTA as well as training sessions at Library meetings in collaboration with Educational Technology. A class was provided on developing a 21st century library plan. Not all librarians took advantage of the opportunities provided.</p>
<p>All libraries have and employ updated technology.</p>	<p>All libraries are on a 5 year equipment refresh cycle.</p> <p>All libraries include use of technology as part of the library program.</p> <p>Librarians work on the Library Resources Committee to research and request proposals for library systems, equipment and software refresh.</p>	<p><u>Objective met:</u> All libraries are in year 4 of the 5 year refresh cycle for circulation stations and patron stations. All libraries use technology as part of the normal functioning of the library.</p> <p><u>Objective partially met:</u> Some librarians remain less comfortable with using technology while others do not have projectors or laptops. Some of this inequity will be addressed in the Library Equipment Refresh where the committee will be determining what the minimum equipment package needs to be to fulfill the technology integration. Along with that will be continuing discussion of training needs.</p> <p><u>Objective not met:</u> This process will be starting in November of 2008 and will include a committee to look at Library Automation Software and system needs as well as the Library Resources Committee to look at hardware for circulation needs, student use stations, and library teaching equipment.</p>
<p>District libraries provide access to digital resources appropriate to grade levels served and collaborate with teachers to integrate digital resources into the curriculum.</p> <p><i>All district libraries provide access to current digital resources in the district through school websites or a centralized website.</i></p> <p><i>All district librarians receive training through in-</i></p>	<p>All libraries have the technology to access the available digital resources appropriate to grade level.</p> <p>ASD OPAC (Portal).</p> <p>Training provided by Educational Technology,</p>	<p><u>Objective met:</u> All libraries have current computers to use to access the available digital resources such as WebCat, World Book Online, Digital Pipeline, e-books, etc.</p> <p><u>Initiative met:</u> All district digital materials are available not only through the individual library sites but also through the Portal on the ASD OPAC (WebCat) that is available from anywhere in the world.</p> <p><u>Initiative met:</u> Training was provided at the February 8 Elementary Quarterly</p>

	<p><i>services and elementary/secondary or area meetings on the use of current district library digital resources</i></p> <p><i>Provide professional development to teachers on accessing and using our wealth of digital resources to deliver curriculum.</i></p>	<p>and by TTL and TIE librarians as well as Library Curriculum Coordinator</p> <p>MLP.</p>	<p>Meeting on Interactive Whiteboards, Web 2.0, Digital Story Telling, using PhotoShop Elements to create READ posters, and Creating Wikis. The March Secondary Librarians meeting had a presentation by EBSCO on the new interface for the Digital Pipeline. Other opportunities were provided during area meetings throughout the year.</p> <p><u>Initiative met:</u> Classes available during the school year: ASDTA classes on digital story telling and WEB 2.0, Class available on Developing a plan for a 21st Century Library.</p>
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Libraries Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Librarians involve students, parents, community members and library institutions in various awareness and promotional activities in K-12 libraries.</p> <p><i>Libraries sponsor activities such as Battle of the Books, Young Readers' Choice, author visits, and other individual school reading programs.</i></p> <p><i>Maintain or increase the current level of participation of schools in Battle of the Books.</i></p> <p><i>Maintain or support individual reading programs in 100% of ASD elementary schools.</i></p> <p><i>Libraries are represented in school newsletters, web pages, site handbooks, curriculum guides and other materials for parents and community members; e.g., provide templates for newsletter inserts to librarians, work with Curriculum Coordinators to include library programs in curriculum guides.</i></p>	<p>Activities.</p> <p>Number of schools participating in Battle of the Books.</p> <p>Number of schools participating in individual reading programs other than Battle of the Books.</p> <p>Inclusion of library standards in curriculum guides, school newsletters, etc.</p>	<p><u>Objective met:</u> All libraries participate in various promotional activities during the year. These activities include: Battle of the Books, Young Readers Choice, book fairs, internet safety presentations, newsletters, etc.</p> <p><u>Initiative not met:</u> 80% of schools participated in Battle of the Books including several charter and special schools. This represents a 12% decrease. However, participation in other programs such as Young Readers Choice and Summer Reading Programs showed a slight increase.</p> <p><u>Initiative partially met.</u> 100% of responding elementary schools and 80% of secondary schools participated in individual reading programs other than Battle of the Books.</p> <p><u>Initiative partially met:</u> Library standards have not been included in other curriculum guides. Curriculum GLE's will be included in the library curriculum guides. Templates for newsletters and other promotional and advocacy materials are being collected on the website and librarians are being encouraged to use them.</p>
<p>At least half of libraries participate in advocacy programs each year.</p> <p><i>Every business partner of participating schools receives bookmarks or similar promotional materials.</i></p>	<p>Percent of libraries participating in advocacy programs.</p> <p>School provided with bookmarks to share with business partners.</p>	<p><u>Objective met:</u> One hundred percent of schools participated in some form of library advocacy in 2007-2008. These included the Bookmark contest, creating READ Posters, family reading nights, newsletters and brochures, reading groups, and presentations to PTSA Groups</p> <p><u>Initiative partially met:</u> All schools received bookmarks to share with their business partners from the bookmarks printed by the ASD print shop. 65% of schools confirm delivery of bookmarks to business partners.</p>
<p>District librarians collaborate with community, state, and institutional libraries to enhance library services to the community.</p>	<p>Number of libraries promoting Summer Reading program.</p>	<p><u>Initiative partially met:</u> Twenty-five (25) libraries participated in or promoted the APL Summer Reading program.</p>

	<p><i>Librarians collaborate on such initiatives as Live Homework Help, summer reading program, UAA digital resources, library cards campaign.</i></p>	<p>ASD Libraries participate in programs such as Digital Pipeline, Homework Help and library cards campaign and summer reading program.</p>	<p><u>Initiative partially met.</u> Materials were distributed for Live Homework Help, several libraries participated in library cards campaign and 24 elementary libraries supported the summer reading program.</p>
	<p>Students, parents and guardians know about Internet safety.</p> <p><i>Librarians are involved with Internet safety programs in collaboration with Educational Technology, principal, staff, and APD safety officers in grades 5-8.</i></p> <p><i>Librarians and Educational Technology Staff will explore and identify Internet Safety programs available for Grades 5-8.</i></p> <p><i>Four core Internet safety lessons are identified for 7th grade, along with optional lessons and teacher resources. Selected i-safe lessons are included.</i></p> <p><i>Training will be given on new or updated programs to the site librarians.</i></p>	<p>MS Curriculum Piloted in the 2007-2008 school year.</p> <p>Community outreach made on the topic of internet safety.</p> <p>Libraries giving direct instruction on internet safety.</p> <p>A list of possible programs will be generated and discussed with Librarians.</p> <p>A pilot curriculum for MS will be developed and piloted in the 2007-2008 school year.</p> <p>Training provided on the MS Internet Safety and Responsibility Curriculum.</p>	<p><u>Initiative met:</u> MS Internet Safety and Responsibility Curriculum piloted in the 2007-2008 school year.</p> <p><u>Initiative partially met.</u> 3 high schools, 7 middle schools and 18 elementary schools provided community outreach during the 2006-2007 school year. This was provided through newsletters, classes offered, presentations by APD Liaison Officers, PTA meeting presentations, bookmarks, flyers, and Family Nights.</p> <p><u>Initiative partially met:</u> 80% of elementary libraries give direct instruction on internet safety and responsibility mostly in the intermediate grades. Most middle school librarians are involved in the school wide Internet safety instruction along with SROs and technology teachers.</p> <p><u>Initiative partially met:</u> Some work was done to identify websites and online teacher resources but it was not brought to the Library Curriculum Committee or the larger group of librarians.</p> <p><u>Initiative met:</u> MS Internet Safety and Responsibility Curriculum piloted in the 2007-2008 school year.</p> <p><u>Initiative met:</u> Training was provided by the authors of the MS Internet Safety and Responsibility Curriculum at the Sept. 14, 2007 secondary librarians meeting.</p>
	<p>Schools provide Internet safety information for parents, e.g., through parent nights, open houses, PTA meetings, printed communication, web site information, with more schools providing Internet safety information for parents each year.</p>	<p>Community outreach made on the topic of Internet Safety.</p>	<p><u>Objective partially met:</u> 3 high schools, 7 middle schools and 18 elementary schools provided community outreach during the 2006-2007 school year. This was provided through newsletters, classes offered, presentations by APD Liaison Officers, PTA Meeting presentations, bookmarks, flyers, and Family Nights.</p>

Math Department Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	<p><i>Teachers deliver the grade level curriculum as defined by the ASD Grade Level Expectations.</i></p> <p>Pacing guides K-8 in place and in use in every classroom.</p>	<p>EDM Pacing Guides, Math 6, Math 7, and Math 8 Curriculum Guides.</p> <p>EDM Pacing Guides, Math 6, Math 7, and Math 8 Curriculum Guides.</p>	<p><u>Initiative met:</u> Elementary pacing guides and middle school curriculum guides which include alignment with Grade Level Expectations and pacing guides were developed and disseminated to teachers.</p> <p><u>Objective met:</u> Elementary pacing guides and middle school curriculum guides which include alignment with Grade Level Expectations and pacing guides were developed and disseminated to teachers.</p>
	<p><i>New model of K-8 training is implemented that is responsive to specific site needs. Trainings are inclusive of Special Education, Indian Education, and ESL staff.</i></p>	MLP.	<p><u>Initiative partially met:</u> Elementary school-based grade-level focus trainings were held and Sp Ed, I. Ed and ESL staff were also invited. Middle school cohort groups were developed for trainings and included some Special Ed staff. A joint training with the ELL department was conducted for middle school ELL staff.</p>
	<p><i>All new-to-district elementary Everyday Math teachers receive training on use and pacing of the math curriculum.</i></p>	MLP.	<p><u>Initiative met.</u> New-to-District Everyday Math trainings was provided, by grade level, in August and September, 2007.</p>
	<p><i>All new-to-multiage teachers receive training on use and pacing of math curriculum.</i></p>	MLP.	<p><u>Initiative met.</u> Multi-age trainings were held in August and September 2007.</p>
	<p>Professional development and support in place for classroom level assessments aligned with curriculum/GLEs through:</p> <p><i>Joint trainings with A&E and CIS at targeted schools focusing on using data effectively.</i></p> <p><i>Continue Math item writing to expand GLE item bank.</i></p> <p><i>GLE Resource Guides in use and posted on ARS.</i></p> <p><i>Math Support Teachers collaborate with teachers on focus strands.</i></p>	<p><i>Sign-in sheets, MLP, and calendars.</i></p> <p><i>Sign-in sheets, MLP, and calendars.</i></p> <p><i>GLE Resource Guides provided and posted.</i></p> <p><i>Sign-in sheets, MLP, and calendars.</i></p>	<p><u>Initiative met.</u> Joint A&E trainings were held at the 38 elementary schools who had not received training in 06-07.</p> <p><u>Initiative met.</u> Math support teachers wrote additional items to expand the GLE item bank.</p> <p><u>Initiative met.</u> GLE Resource Guides were provided to each elementary school and the document is posted on the ARS.</p> <p><u>Initiative met.</u> Math support teachers developed follow-up support plans with school sites based on site strand data.</p>

	<i>Training embeds appropriate use of EDM assessment discs.</i>	MLP, Sign-in Sheets, Agendas.	<u>Initiative met.</u> Appropriate use of the assessment CDs was provided to teachers at all EDM schools.
	Overall scores on State standards-based assessments (SBA) increase annually for grades 3-10 by 2.5%.	Comparison of percent proficient 2006-2007 and 2007-200088 SBA Results, <i>Profile of Performance</i> p 53-60.	<u>Initiative not met:</u> Target not met for all students or all designated groups. For all students: Grade 3 -3.23 Grade 4 -0.68 Grade 5 -3.42 Grade 6 -1.75 Grade 7 -2.74% Grade 8 -7.39% Grade 9 0.89 Grade 10 -9.26
	<i>Apply criteria for placing 5th or 6th grade elementary students into middle school math.</i> <i>Teachers put recommendations for middle school math on ARS.</i> <i>K-8 teachers use curriculum review data to guide K-8 professional development.</i> <i>Implement new math curriculum for Middle School Math 6, Math 7, and Math 8.</i> <i>In-service middle school math teachers, including Special Education collaborators, ESL tutors, and Indian Education tutors on new curriculum.</i> <i>Revise Math 6, Math 7 and Math 8 course content and pacing guides.</i>	Placement criteria and student placement recommendations on ARS. Student placement recommendations on ARS. Training agenda. MathScape materials in place in all Math 6, Math 7, and Math 8 classrooms. MLP, Sign-in Sheets. Middle school Math 6, Math 7, and Math 8 Curriculum Guides.	<u>Initiative met:</u> Teachers used placement criteria to make recommendations for middle school math placement using ARS. <u>Initiative met:</u> Teachers made recommendations for middle school math placement using ARS. <u>Initiative met:</u> Professional development infused K-8 rubrics, effective instructional and assessment strategies including culturally responsive and ELL strategies and limited use of supplemental materials. <u>Initiative met:</u> MathScape was used in middle school Math 6, Math 7, and Math 8 classrooms. <u>Initiative partially met:</u> Middle school cohort groups were developed for trainings and included some Special Ed staff. A joint training with the ELL department was conducted for middle school ELL staff. <u>Initiative met:</u> Curriculum Guides were developed aligning MathScape with GLEs and include pacing guides.
	<i>Recommendations from math evaluation analyzed, disseminated, and used to inform K-6 math program direction.</i>	Data from math evaluation aggregated, disseminated and used.	<u>Initiative met.</u> Data from the math evaluation was used for the elementary math curriculum review, and resulted in the purchase of the 2007 Everyday Math edition.
	<i>Pilot Math 6 Enhancement classes at 9 elementary sites.</i>	Math 6 Enhancement curriculum and attendance.	<u>Initiative met:</u> Math 6 Enhancement classes were held at nine elementary sites and served 98 students. Students came from 27 elementary schools across the district.

	Math support will be provided for all non-proficient K-8 students.	Enrollment data.	<u>Objective partially met.</u> Elementary teachers used ARS data to provide differentiated instruction for below proficient students. All middle schools provided math support classes, although not all non-proficient students were enrolled in this course.
	<i>Teachers will use the ARS to identify areas of need for non-proficient students and use the info to guide instruction.</i>	Focus training agendas, MLP, Sign-in sheets Math support teacher notes from meetings with teachers.	<u>Initiative partially met.</u> Elementary teachers used ARS data to provide differentiated instruction for below proficient students. Middle school teachers used ARS to determine and plan instructional needs of students. Some teachers helped students set learning goals using this data.
	<i>Begin development of benchmark assessments in two strands K-6 to align with SBAR.</i>	Benchmark assessments.	<u>Initiative not met.</u> Development of the benchmark assessments was postponed until the new adoption materials were implemented so that the benchmark assessments would align with the new materials.
	Articulate math pathways for students between elementary and middle schools, between middle schools and high schools and within high schools through: <i>Elementary teachers put math recommendations for incoming middle school students on ARS.</i> <i>Criteria established for student placement in all middle school math courses. Criteria used for placement of students in all middle school math courses.</i> <i>Middle school and high school teachers put recommendations for math on ARS.</i> <i>Orleans Hanna Prognosis test given to all middle school Math 8 students and identified 6th grade students. OH test results posted on the ARS system.</i>	Student placement recommendations on ARS. Placement criteria on ARS. Student placement recommendations on ARS. Orleans Hanna test results on ARS.	<u>Initiative met:</u> Teachers made recommendations for middle school math placement using ARS. <u>Initiative met:</u> Teachers used criteria to make recommendations for middle school math placement. <u>Initiative met:</u> Teachers made recommendations for middle school and high school math placement using ARS. <u>Initiative met:</u> The Orleans Hanna Algebra Prognosis test was administered to all Math 8 students. Sixth grade students identified to take Algebra in 7 th grade were also administered the test.
	<i>Identify prerequisite courses and pathways for vertical teaming between middle school and high school math teachers.</i> <i>Common course content and pacing guides in place and in use for math courses (i.e. Algebra I and Geometry) taught in both middle school and high school.</i>	Middle School –High School Math Pathways established and published. Course content and pacing guides.	<u>Initiative met.</u> Requisite courses and pathways were established for vertical teaming between middle and high school and are published in the High School Course of Study. <u>Initiative met:</u> Middle school and high school teachers use the same course content and pacing guides for Algebra I, Geometry, and Algebra II.

	<i>Provide vertical team content and instruction by offering the Alaska Math Consortium Basic Institute.</i>	MLP, Sign-in Sheets.	<u>Initiative met.</u> An Alaska Math Consortium Basic Institute was held and 23 teachers from K through 12, participated.
	Increase the number of 7th and 8th grade students who enroll in and complete Algebra I. ↑ 5% student increase	Year-to-year comparison of the percent of students, <i>Profile of Performance</i> 2007-08 p. 121.	<u>Objective partially met.</u> The percent gains were not made for All Students. The target was met for Multi-Ethnic (7.41) and Students with Disabilities (72.66%).
	Increase use of technology to enhance course offerings and math support through: <i>Computer-based Larson's Math remedial tutorial in place at all Title I elementary schools, all Middle Schools and other schools that purchase Larson's Math.</i> <i>Provide training and support for teachers to use Larson Math.</i> <i>Use on-line courses to expand the math options for students. Credit recovery for Algebra 1 available for students.</i> <i>Increase use of on-line or computer-based courses to provide support for HSGQE prep – particularly for students who have not passed the HSGQE.</i> <i>Expand use of Bridge-to-Algebra for HSGQE to three additional high schools.</i> <i>Expand use of Bridge-to-Algebra for PreAlgebra to one additional high school.</i> <i>Establish base line number of students who use APEX test prep in math at each school.</i>	Larson site licenses. MLP, Math Support teacher logs. Online class/course list. Carnegie, APEX, Plato data. Carnegie data. Carnegie data. Data from APEX.	<u>Initiative met.</u> Larson math was available to all Title I elementary schools, all Middle Schools and other schools that purchased Larson's Math. <u>Initiative met.</u> Training was provided by the school math support teachers to all new users, and other teachers as requested. <u>Initiative met.</u> On-line math courses were available through APEX, Carnegie and Florida Virtual. AP Calculus and AP statistics were also available on-line for students who, for some reason, can not take them in their home high schools. <u>Initiative met.</u> Increased use of on-line or computer-based courses to provide support for HSGQE prep – particularly for students who have not passed the HSGQE – was provided through the use of Carnegie Bridge-to-Algebra, Carnegie Algebra, PLATO, and APEX courses. <u>Initiative met.</u> In addition to Bartlett, Bridge-to-Algebra was used for HSGQE support at East, West, and South high schools. <u>Initiative met.</u> In addition to Bartlett, Bridge-to-Algebra was also used at West. <u>Initiative met.</u> Data from APEX established a baseline number of student user of test prep for AP math prep.
	More students pass math HSGQE in 10th grade. ↑ 2.5% SBA scores	Year-to-year comparison of the percent of students, <i>Profile of Performance</i> 2007-08 p. 273.	<u>Objective not met.</u> The percent of 10 th grade students proficient on the math HSGQE in 2008 decreased 1.7% from 2007.
	Advanced Placement (AP) Math courses provide the nationally-defined course content in every enrollment area.	AP Course Content Guides.	<u>Objective met.</u> AP Calculus and AP Statistics use the nationally defined curricula as the course content.

	<i>Annually review content to check for accurate math alignment to national curriculum standards.</i>	AP Course Content Guides.	<u>Initiative met.</u> AP course content is aligned as part of the teacher audit process.
	<i>AP Math teachers receive training by nationally certified or qualified instructors.</i>	MLP.	<u>Initiative partially met.</u> Nationally certified instructor provided AP Statistics training at ASDSA in May 2007.
	<i>Curriculum guide for AP Statistics and AP Calculus used in all high schools.</i>	AP Calculus and AP Statistics Curriculum Guides.	<u>Initiative met.</u> AP Curriculum Guides are the approved curriculum for AP Calc and AP Statistic courses. These are used for all AP Calc and AP Stat courses.
	<i>Offer AP Statistics class for teachers who are part of the math vertical team.</i> <i>Provide support to teachers to complete annual College Board Course audit.</i>	MLP. College Board AP Teacher Audit records.	<u>Initiative met.</u> AP Statistics was offered at ASDSA in 2007, and at the cross-district in-service in August, 2007. <u>Initiative met.</u> The math department provides support to teachers to complete annual College Board Course audit.
	Proportion of under-represented groups in AP Math courses increases each year. ↑ 3% under-represented groups	Year-to-year comparison of the percent of students, <i>Profile of Performance</i> 2007-08 p. 226	<u>Objective partially met.</u> Comparison data for AP math courses was not part of the profile. Baseline data was established for students taking higher level (above Algebra II) math courses, indicating that 21.24% of the seniors took a higher level math course--which include the AP courses.
	Students who graduate from ASD high schools will be ready for post-secondary level math courses through: <i>Expand the use of Accuplacer to include students (available to all ASD juniors and 1st sem. seniors) from all high schools.</i> <i>Expand the number of students within each school (target middle 30%) that take the test.</i> <i>The results from Accuplacer will be posted on the ARS.</i>	Accuplacer data. Accuplacer data. ARS.	<u>Initiative met.</u> The opportunity to use Accuplacer was expanded to all 8 comprehensive high schools. Testing was made available to all 2 nd semester juniors and 1 st semester seniors. <u>Initiative met.</u> Students from each high school were tested using Accuplacer. This will provide baseline data for future comparisons. <u>Initiative not met.</u> At least 1000 student records were needed so that the data could be compared to SBA data. An insufficient number of students participated in the testing.
	Increase math opportunities for all students through: <i>Develop 6-8 Summer Math Enrichment classes</i>	Summer school curriculum guides.	<u>Initiative met:</u> Three two week enrichment classes were developed: Math in Our World, Math in Motion, Plug into Math.

Math Department Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	<p>Provide training to remaining elementary schools on using ARS and curriculum to improve SBA results for struggling students.</p> <p><i>Continue to provide additional support to the elementary schools and middle schools with SBA scores below the district average.</i></p>	<p>Provide ARS training to and curriculum remaining elementary schools.</p> <p>Provide additional support to the elementary schools and middle schools with SBA scores below the district average.</p>	<p><u>Objective met.</u> ARS training was provided to the remaining 40 elementary schools. ASD Everyday Math GLE Reference guides were created by the math department and were provided to the Everyday Math teachers in both the ARS and Below the Mean elementary schools.</p> <p><u>Initiative met.</u> Math support teachers provided direct support to the math teachers in every elementary and middle school whose math SBA scores were below the district average.</p>
	<p><i>Inservice teachers on new math materials.</i></p> <p>Math 6 Math 7 Math 8 High School Pre-Algebra AP Statistics</p>	<p>In-service training on new math materials provided to teachers.</p>	<p><u>Initiative met.</u> In-service training was provided to teachers of MathScape 6, 7, 8, Carnegie Bridge to Algebra, and AP Statistics.</p>
	<p><i>Review, align, and purchase curriculum materials for: Informal Geometry.</i></p>	<p>Review, align, and purchase curriculum materials.</p>	<p><u>Initiative not met.</u> A formal review was not conducted.</p>
	<p><i>Review, Align and purchase curriculum materials for: Analyzing/Displaying Data, Algebra/Stat/Trig.</i></p>	<p>Review, Align and purchase curriculum materials.</p>	<p><u>Initiative not met.</u> Materials were not reviewed for Analyzing/Displaying Data, or Algebra/Stat/Trig. We still have to complete work on Prealgebra, Algebra I, Geometry and Algebra II, before beginning work on ADD and AST.</p>
	<p><i>Purchase curriculum materials for Elementary Math K-6.</i></p>	<p>Purchase new Everyday math materials.</p>	<p><u>Initiative partially met.</u> New Everyday Math 3 was purchased for 53 elementary schools. Two schools will receive their materials in 08-09 to implement the new program in 09-10.</p>
	<p>Provide professional development for teachers to increase content and pedagogical knowledge in math.</p>	<p>Professional development opportunities provided for teachers.</p>	<p><u>Objective met.</u> The Math Department provided the following professional opportunities for teachers, including: University courses, elementary focused training, middle school cohort training, new user training, new-to-district training, multi-age training, SBAR development and training, AP course content training, and extensive site-based training on curriculum review and new materials.</p>

Math Department Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Support teachers to become Highly Qualified for math.</p> <p><i>Continue to provide classes for teachers to meet the "Highly Qualified" designation for middle school and high school math.</i></p>	MLP records.	<u>Initiative met.</u> Classes were offered for middle and high school Praxis II prep. Three middle school classes were held. There was not enough interest to hold a high school class, but the offer will be made again in 2008-2009.
<i>Update elementary, middle, and high school math sections of math web-page with most current GLEs, course content guides, and current projects.</i>	Changes made to Web page.	<u>Initiative met.</u> The math web page was updated to reflect changes in GLEs, curriculum guides and current projects.
<i>Support Family Math nights in K-8 schools.</i>	Calendar.	<u>Initiative partially met.</u> Family math nights were held in 31 elementary schools and supported by the math support teachers.
<i>University and community members serve on curriculum committees.</i>	Sign-in sheets.	<u>Initiative met.</u> Sign-in sheets indicate that membership on the curriculum committee included members from the university and community-at-large.
<i>Continue to encourage and support schools to prepare students to participate in elementary Math Derby competition for grades 5 & 6.</i>	Calendar.	<u>Initiative met.</u> 44 elementary schools participated in the 2008 Math Derbies.
<p><i>Continue Middle School Girls' Math Experience Conference, including community support and participation.</i></p> <p><i>Ensure all middle schools participate.</i></p>	<p>Calendar.</p> <p>Sign-in sheets.</p>	<p><u>Initiative met.</u> The Middle School Girls Math Conference was held at Bartlett HS on February 16, 2008.</p> <p><u>Initiative met</u> Registration was done through the math departments in every middle school. 250 girls, representing all middle schools, participated in the 15th annual Middle School Girls Math Experience Conference.</p>
<i>Develop K-6 Math rubrics and report card faceplate for standards based report card. Pilot K-6 Math rubrics.</i>	K-6 Math SBAR rubrics and faceplate.	<u>Initiative met:</u> Standard Based Assessment & Reporting pilot teachers used K-6 rubrics for classroom assessment and reporting.
<i>Provide support to APU and UAA Preservice Teacher Ed. programs.</i>	Calendar.	<u>Initiative met.</u> The ASD math department provided pre-service training to students at both APU and UAA.

	<i>Increase parent participation on math curriculum committees.</i>	Sign-in sheets.	<u>Initiative not met.</u> Some new members joined the committee, but the overall numbers did not increase.
	Increase elementary teacher participation on math curriculum committee.	Sign-in sheets.	<u>Objective met.</u> There was an increase of 10% in the number of elementary teachers participating on the elementary math curriculum committee in 2007-2008.

Middle School Education: Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
	Year-to-year, the percentage of students scoring proficient in reading on the SBA will increase by 2.5 percent in each AYP-designated student group in each grade level.	Comparison of percent proficient 2006-2007 and 2007-2008 on the SBA. Profile of Performance.	<u>Objective Partially Met</u> Grade 7: Alaskan Native/American Indian subgroup increased by 7.99%, Students with Disabilities increased by 6.08%, Asian increased by 6.31%, and all other subgroups decreased Grade 8: Multi-Ethnic increased by 4.51%, Migrant increased by 2.86% and all other subgroups decreased.
	Year-to-year, the percentage of students scoring proficient in mathematics on the SBA will increase by 2.5 percent in each AYP-designated student group in each grade level.	Comparison of percent proficient 2006-2007 and 2007-2008 on the SBA. Profile of Performance.	<u>Objective Not Met</u> Grade 7: Target was not met for any of the designated student groups. Grade 8: Target was not met for any of the designated student groups.
	In a sequential cohort comparison, the percentage of students scoring proficient in mathematics on the SBA in 8th grade will be greater than the percentage of those same students scoring proficient in 7th grade the previous year.	Increase in the sequential cohort of proficient grade 8 students in mathematics compared to grade 7. 2007-2008 SBA results.	<u>Objective Not Met</u> Using an estimated cohort comparison of the percent proficient from grade 7 to grade 8, 68.92 percent of the grade 8 students were proficient in mathematics in 2007-08. The percent proficient in grade 7 in 2006-07 was 72.74 percent.
	Year-to-year, the percentage of 7th grade students scoring proficient in the writing content strands of Structures and Conventions of Writing and Revision will increase.	Comparison of percent proficient from 2006-2007 and 2007-2008 on the SBA. Profile of Performance.	<u>Objective Partially Met</u> Grade 7: Asian subgroup increased by 8.28%, LEP increased by 10.17%, Migrant increased by 3.05%, and all other subgroups decreased.
	The percentage of students in each AYP-designated student group who successfully complete Algebra I in 8th grade or earlier with a grade of C or higher will increase by 5 percent over the previous year.	Comparison of percentage of students completing Algebra 1 in eighth grade or earlier from 2006-2007 to 2007-2008. Profile of Performance.	<u>Objective Partially Met</u> The percent gains were not made for All Students. The target was met for Multi-Ethnic (7.41%) and Students with Disabilities (72.66%).
	Establish base-line data for achievement on the Science SBA for 8th grade	2007-2008 SBA results.	<u>Objective Met</u> District-wide the Science SBA was administered for the first time Spring of 2008. 53.4% of 8 th graders were advanced / proficient (compared to 51.3% statewide) and 46.6% were below / not proficient (48.7% statewide).

	<p><i>Mid-level collaborates with Curriculum and Assessment departments to provide professional development for principals and teachers on authentic assessment, formative assessment, and differentiation of instruction.</i></p>	<p>Trainings held.</p>	<p><u>Initiative Met</u> Professional development was provided for all Principals on the integrated assessment framework and was jointly presented by the Curriculum and Assessment departments. Differentiation training was offered to all middle school teachers.</p>
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Middle School Education: Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>All middle school teachers will know and be able to apply “best practice” instructional strategies</p>	<p>Materials selection, training and follow-up, professional development, incorporated research based best practices.</p>	<p><u>Objective Partially Met</u> Professional development infused effective instructional and assessment strategies including culturally responsive and ELL strategies.</p>
<p>Middle school teachers know and use effective strategies in the area of Reading.</p> <p><i>Training for all core teachers in highly effective instructional strategies to use with students before, during, and after content reading.</i></p>	<p>Training and follow-up professional development.</p> <p>MLP training roster.</p>	<p><u>Objective Partially Met</u> Professional development included reading comprehension and vocabulary development as well as strategies geared toward cultural responsiveness.</p> <p><u>Initiative Met</u> A required new-to-middle school training with a focus of “Reading Across the Curriculum” was delivered twice to accommodate the large numbers of new staff on August 29 and September 6, 2007. Approximately 62 teachers were trained. The trainings were co-facilitated by the Middle School Instructional Support Team. Content of this training included five reading strategies that improve student comprehension: Read Around the Text, KIM Vocabulary, Two-Column Notes, Reciprocal Teaching, and Sum It Up.</p>
<p>Middle school teachers know and use effective strategies in the area of Writing.</p> <p><i>Develop training plan for core teachers in the area of writing (e.g. Six Traits Writing, Step Up to Writing).</i></p> <p><i>Pilot My Access Writing Program.</i></p>	<p>Materials selection, training and follow-up.</p> <p>Training plan.</p> <p>My Access Applications.</p>	<p><u>Objective Partially Met</u> Professional development included topics pertinent to writing instruction. The Language Arts Curriculum Review process included a review of student needs in the area of writing.</p> <p><u>Initiative Partially Met</u> A <i>Step Up to Writing</i> 1-credit class was offered to new and current users.</p> <p>A training plan for core teachers was not completed as the language arts curriculum at middle school was in a review process.</p> <p><u>Initiative Met</u> A pilot of the MyAccess writing program was implemented. Thirteen language arts and ELL teachers were selected from a pool of applicants to participate. MyAccess was also implemented during summer school with six teachers using it alongside the regular summer school curriculum.</p>
<p>Middle school teachers know and use effective strategies in the area of Mathematics.</p>	<p>Materials selection, training and follow-up professional development.</p>	<p><u>Objective Partially Met</u> Professional development infused K-8 rubrics, effective instructional and assessment strategies including culturally responsive and ELL strategies and limited use of</p>

	<p><i>Provide training for all middle school math teachers on new Math curriculum (include support program staff) and implement curriculum.</i></p> <p><i>Conduct review of middle school Math Support programs and materials.</i></p>	<p>MLP roster.</p> <p>Review procedures.</p>	<p>supplemental materials.</p> <p><u>Initiative Met</u> Middle school cohort groups were developed for trainings on the MathScape curricula and included some Special Ed staff. A joint training with the ELL department was conducted for middle school ELL staff.</p> <p><u>Initiative Partially Met</u> The middle school math support teacher researched intervention curriculums and effective instructional strategies for low achieving math students. Review will continue during 2008-2009.</p>
	<p>Middle school teachers know and use instructional strategies that incorporate cultural responsiveness and opportunities for social emotional learning (SEL).</p> <p><i>Provide quarterly trainings for administrators.</i></p> <p><i>Site-based professional development initiatives related to culturally responsive best practices offered at each school.</i></p> <p><i>Number of teachers receiving professional development in the area of culturally responsive instructional strategies will increase.</i></p> <p><i>Criteria for eighth grade computer literacy identified and published by the Alaska Department of Education and Early Development. Work with Educational Technology Department to review and analyze criteria.</i></p>	<p>Training and follow-up professional development.</p> <p>MLP rosters.</p> <p>Initiatives offered.</p> <p>Training and Professional development plans.</p> <p>Educational Technology – technology standards assessment plan.</p>	<p><u>Objective Partially Met</u> Training and professional development modeled effective use of cultural responsiveness and SEL strategies.</p> <p><u>Initiative Met</u> Quarterly trainings occurred at principal and assistant principal meetings through out the year. The SEL Coordinator, the SEL Middle Level Support Teacher, and the Director of Middle Schools provided the trainings.</p> <p><u>Initiative Met</u> Professional development provided by instrumental support teachers infused culturally responsive strategies.</p> <p><u>Initiative Met</u> Content specific Division-wide trainings now include a cultural responsiveness component. This ensures that an increasing number of teachers gain exposure to and skill in the use of, culturally responsive strategies.</p> <p><u>Initiative Partially Met</u> DEED Wave V grant project began to evaluate eighth grade assessment options. Final selection in progress.</p>
	<p>1:1 pilot expands to include one 8th grade team at Wendler.</p>	<p>Pilot expansion in one 8th grade team.</p>	<p><u>Objective Met</u> Wendler's 1:1 initiative now includes an eighth grade team.</p>
	<p>All middle schools will encompass grades 6 through 8 as population and/or building capacities allow.</p>	<p>Middle School program design.</p>	<p><u>Objective Partially Met</u> Mirror Lake and Begich Middle Schools served 6th-8th grade students during the 2007-2008 school year. Clark Middle School has been designed to encompass grades 6-8 and will open fall 2009. Planning for reconfiguration of additional middle schools will occur as</p>

<p><i>Begich Middle School opens with a 6-8 configuration.</i></p>		<p>bonding for new/renewal school projects allows.</p>																																								
<p>Positive school climates will be nurtured and supported through Social and Emotional Learning (SEL) initiatives and best practices.</p> <p><i>Mid-level representatives participate on the SEL committee.</i></p> <p><i>Aggressors, Victims, and Bystanders (AVB) program training and implementation continues.</i></p> <p><i>Collaborative/joint training with SROs, Director of Security and Emergency Preparedness, AVB school representatives, and assistant principals on AVB and other intervention strategies.</i></p> <p><i>Prevention & Intervention Coordinators (PIC's) in place at each site. Training occurs each year on successful intervention strategies.</i></p>	<p>Middle School Program design.</p> <p>Participation on SEL committee.</p> <p>AVB training.</p> <p>Middle School – AVB support plan.</p> <p>Middle School – PIC support plan.</p>	<p><u>Objective Met</u> Each middle school included SEL initiatives in their school goals. SEL support teacher meets monthly at each school to assist with site-based initiatives.</p> <p><u>Initiative Met</u> Middle school administration and teaching staff were active participants on the SEL committee.</p> <p><u>Initiative Met</u> Site-based professional development and training was provided to each middle school staff by the middle school Social Emotional Learning Support Teacher. Credit courses were offered at three schools. Instructional content was added to the Middle Link (ASD website).</p> <p><u>Initiative Met</u> The SEL Middle School Support Teacher provided the training for SROs, Director of Security and Emergency Preparedness, AVB school representatives, and assistant principals on anti-bullying/anti-harassment.</p> <p><u>Initiative Met</u> The SEL Middle School Support Teacher provided monthly training for Prevention and Intervention Coordinators.</p>																																								
<p>Each year, middle school students report improved perceptions of overall connectedness to school, school climate, social and emotional learning, caring adults, peer climate, school safety, high expectations, respectful climate, and school leadership, as reported on the School Climate and Connectedness Survey.</p>	<p>School Climate and Connectedness Survey.</p>	<p><u>Objective Partially Met</u> Three out of nine indicators as reported on the School Climate and Connectedness Survey showed improved student perceptions. See chart below:</p> <table border="1" data-bbox="1446 1063 2486 1404"> <thead> <tr> <th><u>Indicators</u></th> <th><u>06/07</u></th> <th><u>07/08</u></th> <th><u>Difference</u></th> </tr> </thead> <tbody> <tr> <td>School Leadership</td> <td>3.08</td> <td>3.10</td> <td>+ .02</td> </tr> <tr> <td>Respectful Climate</td> <td>3.27</td> <td>3.26</td> <td>- .01</td> </tr> <tr> <td>High Expectations</td> <td>4.03</td> <td>4.00</td> <td>- .03</td> </tr> <tr> <td>School Safety</td> <td>3.57</td> <td>3.58</td> <td>+ .01</td> </tr> <tr> <td>Peer Climate</td> <td>2.84</td> <td>2.85</td> <td>+ .01</td> </tr> <tr> <td>Social Emotional Learning</td> <td>3.70</td> <td>3.70</td> <td>.00</td> </tr> <tr> <td>Caring Adults</td> <td>3.33</td> <td>3.33</td> <td>.00</td> </tr> <tr> <td>Overall Climate</td> <td>3.57</td> <td>3.57</td> <td>.00</td> </tr> <tr> <td>Overall Connectedness</td> <td>3.18</td> <td>3.17</td> <td>- .01</td> </tr> </tbody> </table>	<u>Indicators</u>	<u>06/07</u>	<u>07/08</u>	<u>Difference</u>	School Leadership	3.08	3.10	+ .02	Respectful Climate	3.27	3.26	- .01	High Expectations	4.03	4.00	- .03	School Safety	3.57	3.58	+ .01	Peer Climate	2.84	2.85	+ .01	Social Emotional Learning	3.70	3.70	.00	Caring Adults	3.33	3.33	.00	Overall Climate	3.57	3.57	.00	Overall Connectedness	3.18	3.17	- .01
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	<i>Each middle school utilizes analysis of data to design and refine school climate initiatives.</i>	Mid level analysis by school.	<u>Initiative Partially Met</u> Each middle school used SCCS site specific data to define their 2007-2008 school goals.
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Middle School Education: Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
<p>Each year increase involvement of parents and of business partners in all middle schools.</p> <p><i>Parent involvement plans are developed at each site, recorded on MLP, implemented and evaluated.</i></p>	<p>Parent Involvement Plans and School Business Partner participation.</p> <p>Site parent involvement plan implementation.</p>	<p><u>Objective Met</u> Principals report increasing parent involvement as a result of student-led conferences and their initiatives outlined within their Parent Involvement Plans.</p> <p>Principals and the School Business Partnership Executive Director report increases in involvement and/or increases in quality of involvement by School Business Partners across the division. Every middle school has a School Business Partner (SBP) Coordinator who is responsible for coordinating and nurturing partnerships as well as school-based initiatives such as SBP classes and community service projects.</p> <p><u>Initiative Met</u> Parent involvement plans were developed and implemented at each middle school. Each middle school has an organized parent group, which is a PTSA/PTO or an Advisory Council. Principals report an increase in parent participation based on student-led conference participation numbers.</p>
<p>Student-led conferences are utilized in all middle schools.</p> <p><i>Training provided to all new teachers.</i></p>	<p>Middle School SLC implementation plan.</p> <p>MLP.</p>	<p><u>Objective Met</u> All middle schools now utilize the student-led conference model during both fall and spring conferences.</p> <p><u>Initiative Met</u> The mandatory New-to-middle school training was held August 29, 2007. It included specific instruction on student-led conference implementation.</p>
<p>The percentage of parents attending student-led conferences will increase each year.</p>	<p>Conference completion rates by school.</p>	<p><u>Objective Met</u> The four-year comparison of first quarter conferences shows that the Middle School Division has made gains in the total percentage of completed conferences each year, increasing from 77.5% in 2005 to 84.5% in 2008.</p>
<p>Continue to retain, recruit and train highly qualified staff with an emphasis on improving staff diversity to better reflect our student body.</p>	<p>ASD diversity report and middle school staffing report.</p>	<p><u>Objective Met</u> All middle school administrative positions were successfully filled with highly qualified staff. Monthly meetings and trainings for new principals and assistant principals were provided through mid-level and the support of the Developing Exemplary Educational Leaders (DEEL) program.</p>

Migrant Education Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Priority for service to serve Migrant-eligible students who are below proficiency on Standards-Based Assessments, and who have had a school interruption during the school year.</p> <p><i>Identify students through assessment and offer after-school small group tutoring, with emphasis on 7-9th grade students to reach proficiency.</i></p> <p><i>Provide case management for social services and school advocacy.</i></p>	<p>State database Migrant Information System (MIS2000)</p> <p>Data from Assessment and Evaluation, and review of transcripts.</p> <p>MEP database.</p>	<p><u>Objective met.</u> State Migrant Education Program identified these students, as anticipated. Anchorage Migrant Education Program offered services to 100% of Priority for Service students as identified.</p> <p><u>Initiative partially met.</u> Eight Priority for Service 7-9th grade students were identified and offered services during the school year. After school tutoring was offered once a week at a mid town location</p> <p><u>Initiative met.</u> Migrant students were identified and offered/ received case management for social services and school advocacy. A secondary extended year (summer school) support program with certificated teachers was available at East High School. Fifty-nine high school students participated in the support classrooms earning a total of 43.5 credits, with students earning from .5 to 1.5 credits. Two students graduated at the end of summer school. Elementary and middle school students received summer enrichment and tutorial support.</p>
<p>Teachers learn and implement The Creative Curriculum for Preschool, and The Creative Curriculum Development Assessment System.</p> <p><i>Teachers receive training and ongoing classroom support to deliver developmentally appropriate instruction, informed by assessment data, for each student through the use of The Creative Curriculum for Preschool.</i></p> <p><i>Teachers receive training and classroom support in math and integrating the curriculum through studies.</i></p>	<p>MLP data, classroom observation.</p> <p>Occurrence of teacher training, classroom support, and MLP data.</p> <p>MLP data and classroom observations of teachers by Migrant Education Program Supervisor, teacher and Creative Curriculum trainer.</p>	<p><u>Objective met.</u> Two trainings on Creative Curriculum assessment and one math curriculum development training occurred during the year. Weekly classroom observations by the supervisor and early childhood development specialists demonstrated deepened understanding and refined delivery of developmentally and culturally appropriate curriculum using <i>The Creative Curriculum for Preschool</i> checklist and as observed in the classroom.</p> <p><u>Initiative met.</u> Migrant Education preschool teachers participated in ongoing, in-class instruction and mentoring delivered by teacher trainers using <i>The Creative Curriculum for Preschool, Fourth Edition</i>, as curriculum framework. Preschool teachers also participated in a four-day <i>Creative Curriculum for Preschool</i> summer training.</p> <p><u>Initiative met.</u> Teachers received training and classroom support in math and integrating the curriculum through studies as evidenced by classroom observation, review of classroom practice, mentoring by master teacher and Creative Curriculum trainer with the focus on math. Preschool Migrant, Title I and King Career Center teachers received in-service training in math Creative Curriculum development and</p>

			assessment.
<p><i>July 2007, collaborative training for ASD and community preschool teachers on updated Creative Curriculum, including new math component and web-based assessment.</i></p> <p><i>Teaching focus for the year is on math.</i></p>	<p>MLP</p> <p>Classroom observation and assessment</p>	<p><u>Initiative not met</u> Trainer was unavailable in July. Migrant preschool teachers were trained in August 2007 and collaborative training was accomplished in Spring of 2008.</p> <p><u>Initiative met.</u> Teaching focus was to develop math awareness and positive relationships for families to further enhance student learning as evidenced by classroom observation, participation of parents in classroom and home learning activities.</p>	
<p>Preschool students will show progress on the Creative Curriculum Developmental Continuum for Ages 3-5 during their enrollment in preschool.</p> <p><i>Preschool teachers conduct regular, ongoing observations and maintain a portfolio for each child. Data is recorded three times each year on an Individual Child Profile. Teachers share progress with families and revise goals for each child. Teachers tailor curriculum to address particular needs of individuals and group.</i></p>	<p>Student data collected with the <i>Creative Curriculum Developmental Continuum for Ages 3-5.</i></p> <p>Student data collected with the <i>Creative Curriculum Developmental Continuum</i> for ages 3-5, student portfolios and individual child profiles, observation of classroom activities.</p>	<p><u>Objective met.</u> All students participating in Migrant Education preschools showed progress on the <i>Creative Curriculum Developmental Continuum for Ages 3-5.</i> Each child showed growth in the areas of social/ emotional, physical, cognitive and language development, gaining between one and two developmental steps during the year.</p> <p><u>Initiative met.</u> Individual Child Profile created and maintained on students and used as integral part of each child's portfolio. Portfolio information was used for planning purposes and implementation of classroom activities, parent discussions and sent to receiving kindergarten teachers.</p>	
<p>Migrant Education students' reading scores will increase year-to-year according to School Board goals and indicators (for FY 2007, 2.5% increase in proficiency on SBA reading scores).</p> <p>Number of Migrant students scoring non-proficient on SBA's will be reduced by 10%.</p>	<p>Assessment and Evaluation Profiles of Performance data.</p> <p>Assessment and Evaluation Profiles of Performance data.</p>	<p><u>Objective not met.</u> Data from Profiles of Performance indicated that district assessment of overall student reading scores for Migrant Education students was not sufficient to meet the School Board goals and indicators (for FY 2008, 2.5% increase in proficiency on SBA reading scores). --On SBA Reading, overall percent scoring proficient or above decreased from 76% for FY 2007 to 75.2% for FY 2008.</p> <p><u>Objective not met.</u> Data from Profiles of Performance indicated that the number of Migrant students scoring non-proficient on SBA's was not reduced by 10%. As indicated by the data above the number of Migrant students scoring non-proficient increased by .8 percentile points.</p>	

<p>Migrant Education students, pre-K-6, demonstrate positive involvement with literature and literacy activities as measured by parent survey of student behaviors and attitudes.</p> <p><i>Additional questions added to Migrant Education Parent Satisfaction Survey to measure students' time and enjoyment with recreational reading.</i></p> <p><i>Migrant Education offers literacy activities across the curriculum introducing children's literature and extending children's experiences with literature.</i></p> <p><i>Migrant Education staff receives training to deepen capacity to offer quality literacy activities incorporating literacy learning, enhancement of family involvement in the learning process and the development of community among families and staff.</i></p>	<p>Likert scale, parent survey.</p> <p>Likert scale, parent survey.</p> <p>Record of literacy activities held and participant sign-in sheets.</p> <p>Training event(s) and activities documented and on MLP.</p>	<p><u>Objective met.</u> Ninety eight percent of parents who answered our survey question agreed that their children enjoy books more since coming to literacy activities and receiving free books.</p> <p><u>Initiative met.</u> Ninety eight percent of parents who answered our survey question agreed that their children spend more time reading since coming to literacy activities and receiving free books.</p> <p><u>Initiative met.</u> Baseline data indicate that 18 reading activities were held during the 07-08 school year and 7 reading activities were held during the 08 summer term. The average attendance at these activities ranges from 100-120 people.</p> <p><u>Initiative met.</u> ASD Migrant Education preschool tutors, program director, and reading activities specialist attended American Association for the Education of Young Children statewide conference. Three staff attended the Migrant Education Program National conference and attended workshops on family involvement in the learning process and the development of community among families and staff.</p>
<p>Migrant Education literacy activities reinforce and support ASD grade level expectations.</p> <p><i>At least once each year, collaborate with ASD content area specialists to integrate literacy and content area GLEs in family events.</i></p> <p><i>FY 2007-2008, work with Math Program.</i></p> <p><i>Migrant Education will provide free quality children's literature to students participating in evening family literacy activities to build their home libraries.</i></p> <p><i>Lunch time and after school literacy activities are offered to 7th & 8th grade Migrant Education students.</i></p>	<p>Use of GLEs in design of family literacy activities.</p> <p>Collaboration with Math program.</p> <p>Collaboration with Math program coordinator and Math teacher specialists.</p> <p>Documentation that a selection of literature was made by students at literacy activities.</p> <p>Record of literacy activities held and participant sign-in sheets.</p>	<p><u>Objective met.</u> Choice of books and activities for every family literacy event are keyed directly to ASD language arts grade level expectations.</p> <p><u>Initiative met.</u> Program supervisor, reading activity specialist and Math program coordinator collaborated to integrate literacy and content area GLEs in family events.</p> <p><u>Initiative met.</u> Six literacy activities with an emphasis on math were offered FY 2007-2008.</p> <p><u>Initiative met.</u> 1328 books were distributed to students through literacy activities from Migrant Education funds.</p> <p><u>Initiative partially met.</u> Data indicates that 4 after school literacy activities were held during the 07-08 school year. One hundred thirteen (113) students attended these activities and received free books. Lunchtime meetings with students did not take place due to staff scheduling.</p>

Migrant Education Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>School advocacy is the focus for all staff in the Migrant Education Program.</p> <p><i>Staff encourages students to enroll in school, assists families to access ASD services, and collaborates with other funding sources to include Migrant students in supportive programs.</i></p>	<p>Observation of Supervisor.</p> <p>Observation of Supervisor, Migrant Education database and SMS.</p>	<p><u>Objective met.</u> Staff works together to assure that all Migrant Education students remain in school or are referred for continuing education through social service advocacy.</p> <p><u>Initiative met.</u> Data shows contact with schools and services across the district and community to support Migrant students and their families in accessing academic programs.</p>
<p>Preschool students will have an appropriate learning environment designed to support curriculum delivery.</p> <p><i>Migrant Education preschools will be housed in elementary schools in appropriate settings.</i></p> <p><i>Classroom resources and children's literature are provided as needed with an emphasis on including books, posters and photos that reflect the culture of the families of children currently enrolled in the preschool program.</i></p> <p><i>Community professionals advise and assist as appropriate in program development and delivery.</i></p>	<p>Observation of preschool classrooms and preschool teachers.</p> <p>Location of preschools.</p> <p>Review of preschool classroom resources and children's literature.</p> <p>Occurrence of participation of community professionals in program development.</p>	<p><u>Objective met.</u> Teaching staff were observed, trained and evaluated throughout the year and found to be providing a safe, caring, stimulating learning environment for students as outlined in the <i>Creative Curriculum Implementation Checklist</i>. Preschool classrooms were evaluated according to the Creative Curriculum Implementation Checklist and professional judgment of Migrant Education Program supervisor and teacher trainers and found to be adequately furnished with equipment, materials and resources that create a rich, inviting learning environment.</p> <p><u>Initiative met.</u> One preschool was moved from a portable at Hanshew Middle School to a classroom at Denali Elementary. (A second preschool remains at Wonder Park Elementary.)</p> <p><u>Initiative met.</u> Migrant Education's two preschool classrooms are in Wonder Park Elementary School, and Denali Elementary School. Classroom resources are adequate; literature is culturally responsive, reflecting the cultures of the children currently enrolled in the Migrant preschool.</p> <p><u>Initiative met.</u> Three community early childhood experts were contracted to conduct teacher training throughout the year.</p>

<p>Preschool children’s learning extends and continues at home.</p> <p><i>Parent participation in training increases throughout the year to include 70% of preschool parents.</i></p> <p><i>Educational materials from Migrant Education Program nurse and staff are provided for families on health, safety and early childhood development topics.</i></p>	<p>Conversation with parents, teachers and trainers.</p> <p>Documentation of parent training dates and attendance.</p> <p>Trainings offered by Migrant Education Program nurse and staff.</p>	<p><u>Objective met.</u> Parents receive training and information to support continuation of conversation on classroom topics of interest to preschool parents and children. Anecdotal feedback from parents verified relevancy of topics.</p> <p><u>Objective met.</u> Eighty percent of preschool parents participated in parent trainings throughout the school year. Four trainings on preschool learning and early literacy, helping children learn, transitioning to kindergarten and summer literacy activities were offered to parents of preschoolers. 80% of families participated in at least one of the trainings. Over 50% of the parents attended all of the trainings.</p> <p><u>Initiative met.</u> Twelve health and safety related trainings with educational materials were provided to two preschools on topics such as seat belt safety, hand washing, nutrition, bike helmet safety and dental care.</p>
<p>Preschool students receive appropriate screenings, assessments, and service delivery facilitation to meet assessed needs.</p> <p><i>Staff receives training to screen students and initiate the referral process.</i></p> <p>Hire family advocate to work with family and providers for identification of health, mental health issues, and behaviors for healthy child development.</p> <p><i>Students receive appropriate vision, hearing, height and weight screening conducted by a registered nurse.</i></p>	<p>Documentation of health screenings, delivery of SPED and social services.</p> <p>Documentation of staff training dates and attendance.</p> <p>Staff hired.</p> <p>Documentation of health screenings.</p>	<p><u>Objective met.</u> RN provided appropriate health screenings, teachers and specialists assessed and provided appropriate referrals for all preschool students. Eight out of 28 preschoolers were referred for testing and received speech or other SPED services.</p> <p><u>Initiative met.</u> Three staff trainings were provided. Teachers and specialists assessed and provided appropriate referrals for preschool students needs.</p> <p><u>Initiative met.</u> Staff hired to meet a variety of needs, including advocating for preschool students and families.</p> <p><u>Initiative met.</u> RN provided appropriate vision, hearing, height and weight screening.</p>
<p>Migrant Education services are culturally appropriate.</p> <p><i>Migrant Education staff is culturally diverse, and reflects the ethnicities and cultures of the students served.</i></p> <p>Migrant Education Staff participates in training on</p>	<p>Feedback from staff and MEP families.</p> <p>2007 EEO 5 report.</p> <p>MLP.</p>	<p><u>Objective met.</u> MEP programs reflect the needs of a diverse student population; appropriate services and referrals were offered as indicated on parent satisfaction survey.</p> <p><u>Initiative met.</u> Employee internal demographics show that 41% of our MEP staff is culturally diverse, reflecting the ethnicities and cultures of the students served.</p> <p><u>Initiative met.</u></p>

	<p>Culturally Responsive Practices.</p> <p>Supervisor will participate in Undoing Racism Workshop.</p> <p>Secondary students served by the Migrant Education Program remain in school. Dropout rate of 7-12th grade Migrant students will decrease by 5 percent in a year-to-year comparison.</p>	<p>MLP.</p> <p>Migrant Education Program database.</p>	<p>Staff took trainings at Administrative Advance, SDFS Assets and Totem Conference.</p> <p><u>Initiative met.</u> Participation in Undoing Racism workshop July 26-27, 2007.</p> <p><u>Objective met.</u> Migrant Education students remained in school. In FY '06-'07, 4.42% (33 of 745) Migrant Education students in grades 7 through 12 left school for reasons such as illness, failing, work, attendance, and family difficulty and in FY '07-'08, 3.98% (33 of 828) Migrant Education students in grades 7 through 12 were coded as drop out. Ten percent fewer students dropped out this year.</p>															
	<p>Secondary HSGQE Prep class, evening homework assistance and summer school support class added.</p>	<p>Migrant Education Program database.</p>	<p><u>Initiative met.</u> Secondary HSGQE classes were offered during the Fall of 2007 and Spring of 2008, prior to testing. Homework Help Night class to earn elective credit was offered from October 10, 2007 through May 14, 2008. Summer School support classes at East High School were June 11- July 18, 2008.</p>															
	<p>Migrant Education students receive appropriate advocacy and community referrals to meet medical, dental, legal and social service needs.</p>	<p>Social service data collection of student screening and referrals.</p>	<p><u>Objective met.</u> Migrant students received referrals to appropriate medical, dental, legal and social services in the community.</p> <table border="1" data-bbox="1486 812 2096 909"> <thead> <tr> <th></th> <th>Contacts</th> <th>Unique</th> <th>Referrals</th> <th>Unique</th> </tr> </thead> <tbody> <tr> <td>06-07</td> <td>664</td> <td>345</td> <td>120</td> <td>48</td> </tr> <tr> <td>07-08</td> <td>1664</td> <td>661</td> <td>117</td> <td>69</td> </tr> </tbody> </table>		Contacts	Unique	Referrals	Unique	06-07	664	345	120	48	07-08	1664	661	117	69
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Migrant Education Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>ASD's Migrant Education Program is accountable to parents, the Alaska Department of Education and Early Development (EED), and federal NCLB guidelines.</p> <p><i>ASD Migrant Education Program Satisfaction Survey indicates that student needs are addressed through program services.</i></p> <p><i>DEED monitoring procedures find ASD Migrant Education in compliance with state and federal regulations.</i></p> <p><i>State Comprehensive Needs Assessment goals are incorporated in the Anchorage School District's Six-Year Instructional Plan.</i></p> <p><i>NCLB monitoring process finds ASD Migrant Education in compliance with federal regulations</i></p> <p><i>Federal Migrant Education monitoring and review process, Spring 2007.</i></p>	<p>Program surveys, state and federal processes.</p> <p>Results of <i>ASD Migrant Education Program Satisfaction Survey</i> and needs assessment.</p> <p>DEED analysis.</p> <p><i>State Comprehensive Needs Assessment.</i></p> <p>ASD NCLB analysis.</p> <p>Federal Department of Education, Office of Migrant Education review team.</p>	<p><u>Objective met.</u> The Migrant Education Program is accountable to parents and meets or exceeds the Alaska Department of Education and Early Development (EED), and federal NCLB guidelines.</p> <p><u>Initiative met.</u> A total of one hundred and three Parent Satisfaction Surveys were returned. Two surveys indicated that needs were not met. One requested clothing, but did not give a name or contact information. The other said our services did not fit any of the family time frames. Multiple attempts have been made to contact this family. The rest indicated appreciation for the scope of services offered. In particular, our family literacy nights, HSGQE prep class, preschool programs, free books, swim lessons, life vest check out program, summer enrichment and social service assistance was mentioned.</p> <p><u>Initiative met.</u> Fall '07-'08 DEED analysis found ASD Migrant Education in compliance with federal regulations.</p> <p><u>Initiative met.</u> The document was published in July of 2007. By working closely with the State Department of Migrant Education, we were able to address concerns and incorporate State CNA goals in our six- year instructional plan.</p> <p><u>Initiative met.</u> Migrant Education is fully compliant with NCLB guidelines.</p> <p><u>Initiative met.</u> ASD Migrant Education was monitored in April of 2007. We have not received a final report, and have not heard of any findings against the Anchorage MEP.</p>

Music Department Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
	<p>Increase student achievement levels.</p> <p><i>Complete curriculum guides for all core music ensemble courses.</i></p> <p><i>Ongoing review cycle of curriculum and materials.</i></p> <p><i>Ongoing teacher training for new curriculum and materials.</i></p>	<p>Curriculum standards and benchmarks.</p> <p>Completion of Band and Choir curriculum guides.</p> <p>As per Curriculum/Materials renewal cycle.</p> <p>Completed trainings.</p>	<p><u>Objective partially met.</u> Curriculum guides have been distributed and in-serviced. Implementation of standards and benchmarks in performance classes is ongoing. Standards-based assessment strategies are currently being formulated for grades K-6 Classroom Music. Curricular standards remain to be integrated with performance materials.</p> <p><u>Initiative met.</u> Curriculum guides for all core ensemble courses complete 5/08.</p> <p><u>Initiative partially met.</u> Ongoing: Curriculum Review is currently underway for guitar, and Instructional Materials Reviews for Orchestra 6-8 and Choir 6-12 were completed 5/08, with new materials selected in both discipline areas.</p> <p><u>Initiative partially met.</u> Completed training for Choir 6-12. Initial training completed 8/18/07. Training ongoing for new hires and according to Curriculum/Materials renewal cycle.</p>
	<p>Encourage student participation in secondary music classes (promote retention across grade levels).</p>	<p>Creation of recruitment and alignment vehicles.</p>	<p><u>Initiative partially met.</u> Inclusion of Area Choir Festivals in Spring of 2008 and continuance of Band and Orchestra Festivals provide recruitment opportunities for all grades and disciplines. Alignment between elementary, middle and high school levels to be addressed by implementing a “feeder” clinician program in 08-09. Actual enrollment figures continue to be monitored to assess participation across grade level breaks.</p>
	<p>Increase and equalize student opportunities in core performance groups.</p>	<p>District-sponsored performance opportunities in each discipline.</p>	<p><u>Objective partially met.</u> Inclusion of seven Area Choir Festivals in 07-08 balances choral opportunities grades 6-12. Implementation of middle school level adjudicated Festivals for Band and Orchestra is currently under advisement of the Curriculum Committee.</p>
	<p>Increase opportunities for music classes other than core performance groups.</p> <p><i>Standardize and develop curriculum guides for non-ensemble music classes.</i></p>	<p>Creation of non-performance music offerings.</p> <p>Completion of curriculum guides.</p>	<p><u>Objective met.</u> LS/PT Music Exploratory and Music Appreciation added to MS & HS Program of Studies 5-08. Other offerings are being planned.</p> <p><u>Initiative partially met.</u> Guitar Curriculum Evaluation Committee discussions proceeding. Guitar curriculum guide scheduled for development in 2008-2009. Keyboard curriculum guide scheduled for development in 2009-1010.</p>

Music Department Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
	<p>Emphasis on quality music teachers.</p> <p><i>Expand recruiting to attract quality music teachers.</i></p> <p><i>Identify struggling music teachers: provide support through mentoring and training.</i></p>	<p>Establishing vehicles for 1) determining musical competence in applicants and 2) establishing collaboration with site-based supervisors concerning music teachers.</p> <p>Expanded recruitment range resulting in sufficient number of applicants.</p> <p>Yearly establishment of formal and informal mentor pairings.</p>	<p><u>Objective partially met.</u> Successfully completing the Music Performance Review is currently a prerequisite for music applicants. Ongoing communication between the Music Department Supervisor and on-site supervisors continues to be nurtured, directly and via elementary, middle school and high school supervisors and directors.</p> <p><u>Initiative partially met.</u> Close cooperation with HR Recruitment continues to draw applicants from a wide geographic range and ensures timely posting and applicant processing. The number of applicants is still less than needed to fulfill the requirements of the substitute teacher pool. Expanded cooperation with UA Music Education departments is an ongoing priority.</p> <p><u>Initiative partially met.</u> The number of TPD trained music mentors in 2007-2008 increased from 14 to 24, while the number of formal pairings increased from 8 to 12. The formulation of ongoing peer support and communication mechanisms still remains a priority.</p>
	<p>Up-to date, standards-based teaching materials.</p>	<p>Material review as per curriculum/materials Renewal cycle.</p>	<p><u>Objective partially met.</u> Ongoing: the Elementary Adoption Committee submitted a recommendation for adopting a new series, yet to be procured. The Orchestra department selected and implemented a new elementary Orchestra method. Choir selected and procured a sight-singing curriculum for MS and HS.</p>
	<p>Strive for equipment/materials equity between schools.</p> <p><i>Develop minimum equipment standards lists for teachers and principals.</i></p> <p><i>Develop minimum equipment & music library maintenance budget for teachers and principals.</i></p>	<p>Equalization of equipment resources and materials, by discipline, at all sites.</p> <p>Completion of minimum standards lists.</p> <p>Establishment of recommended maintenance budgets.</p>	<p><u>Objective partially met.</u> The opening of Begich MS for the 2007-2008 school year precipitated the completion of Minimum Equipment Standards, which now are offered as guidelines in assisting musical equipment procurement in the re-opening of Clark MS. Establishing equity between extant programs is still an ongoing concern.</p> <p><u>Initiative met.</u> Minimum Equipment Standards for each discipline at the MS and HS levels, including references to 6th grade delivery, have been established by the Music Curriculum Committee during 2007-2008 school year.</p> <p><u>Initiative not met.</u> Music Curriculum Committee will address the issue of minimum maintenance budgets during the 2008-2009 school year.</p>

Music Department Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	<i>Continue to develop website as resource for sharing ASD music program with the community.</i>	Website pages, features and use.	<u>Initiative partially met.</u> Ongoing: links created to existing teacher web pages. Music library catalog expanded and updated. Elementary classroom music teacher wiki created and linked. New, more accessible URL created: music.asdk12.org. Google calendar added to advertise site-based performances.
	<p>Continued awareness of community diversity.</p> <p><i>Continue to balance performance repertoire to more closely reflect the student population in individual schools and throughout the district.</i></p>	<p>Concerts and curriculum reflecting the Anchorage community.</p> <p>Unique performance repertoire, area by area, reflective of a multi-cultural population.</p>	<p><u>Objective partially met.</u> Dates of Cultural Significance inculcated into music festival scheduling. Solo and Ensemble guidelines clarified to allow inclusion of non-classical repertoire. District Festivals have been expanded to reflect a wider representation of the Anchorage community.</p> <p><u>Initiative partially met.</u> Analysis of both the choral and band repertoire performed at the HS Large Festival reveals a 42% use of multi-cultural material, choral repertoire at the MS Choir Festival a 45% use. Development of balanced repertoire lists for orchestra and choir is ongoing.</p>

Science Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
	ASD K-6 Science kits are taught by more teachers each year as measured by kit material use. ↑ 3% more teachers	Science Center usage data.	<u>Objective Not Met.</u> This data is observational and has too many variables to be quantified. The data suggest that more teachers are teaching some science, but fewer teachers are completing entire kits. There has been no efficient, consistent way to track who is using the science kits. A spreadsheet is being implemented to track kit usage and obtain data in a timely way.
	Increase number of teachers participating in professional development offerings relating to Science. ↑ 5% more teachers in Science professional development	MLP data.	<u>Objective Met.</u> 784 teachers attended professional development opportunities. This was an 11% increase over 2006-2007.
	<i>Continue with Saturday workshops.</i>	Saturday Workshops.	<u>Initiative Met.</u> Three (3) Saturday Science Kit trainings were held.
	<i>Begin to develop alternative ways to provide the training to teachers, e.g., DVD's, online courses.</i>	MLP Data referencing online classes.	<u>Initiative Partially Met.</u> 4 online courses were offered and conversations were initiated with ASD Educational Technology Department to provide alternative science kit trainings.
	<i>Each year, offer content and pedagogy professional development responsive to teacher and school needs and reflective of national recommendations: e.g., GLOBE, Project Learning Tree, Project Wild, Inquiry, Safety, Science Notebooks, Climate Change, AP Biology, AP Chemistry, Science and Civics, NEED, Science Fair How-to's, Curriculum Guides and GLE's, and Technical Drawing.</i>	MLP data.	<u>Initiative Met.</u> 133 different trainings, classes, and meetings were held. This was in response to teacher and school needs, as well as national recommendations.
	<i>Develop a science kit curriculum guide template.</i>	Development of Quick Reference Guide template.	<u>Initiative Partially Met.</u> Process was begun with a Quick Reference Guide template which will be part of the online curriculum support for K – 6 science kits.
	<i>Conduct 9th grade Integrated Science instructional materials pilot.</i>	Pilot of 9 th Grade Integrated Science textbooks.	<u>Initiative Partially Met.</u> Only one textbook was piloted at several high schools.

	Science AP courses reflect national curriculum and are taught with rigor and effective pedagogy.	ASD AP Science Frameworks are based on National Curriculum.	<u>Objective Partially Met.</u> Frameworks exist for AP Biology and AP Chemistry, but not for AP Physics or Environmental Science. All AP Science teachers successfully completed the College Board audit.
	<i>AP Science training and Vertical team meeting time as requested.</i>	MLP data.	<u>Initiative Met.</u> Vertical team meetings were held at the Cross-District In-service, and release time was provided as requested for vertical team meetings for one school.
	Higher numbers of K-12 teachers are incorporating literacy into their Science teaching as measured by teacher surveys and numbers of teachers participating in professional development using Science notebooks. ↑ 5% numbers of teachers using Science notebooks	MLP data, surveys, and observations.	<u>Objective Met.</u> 789 teachers attended professional development offerings incorporating the use of science notebooks. This represents a 15% increase over the 06-07 school year.
	<i>Infuse literacy into K-12 Science teaching.</i>	MLP data, surveys, and observations.	<u>Initiative Met.</u> 8,500 science notebooks were printed by KCC print shop and distributed to teachers K – 12. All students at Begich Middle School used science notebooks as part of a school-wide initiative. SeaTrain 5 th grade students used science notebooks.
	<i>Each year, provide professional development in Science and literacy:</i> <i>Embedded in Science kit trainings</i> <i>ASD Summer Academy, June</i> <i>School-based study groups</i> <i>Credit classes</i> <i>Peer mentoring through Science notebook forum and Science teacher leaders, i.e., Science kit trainers and Science Contact Teachers.</i>	MLP data.	<u>Initiative Met.</u> All secondary teachers attending the Cross-District In-service received science notebooks as part of their professional development. All science kit trainings incorporate science notebook training in addition to science content.
	<i>Replenish trade books.</i>	Number of books included in the science kits.	<u>Initiative Partially Met.</u> Trade books are currently in the science kits, but there was no funding for replenishment of the trade books. Currently, 20 kits do not have any trade books at all.

Science Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<i>High mobility Title I schools placed on uniform Science kit rotation schedule.</i>	Kit rotation policy in place.	<u>Initiative met</u> All Title 1 schools and other schools identified as highly mobile were placed on the same science kit rotation based on teacher input.
<i>Continue development of website. Communicate with teachers via a regular newsletter.</i>	Science web site and Science BYTES newsletter.	<u>Initiative met.</u> Science website is continually undergoing revision to better fit the needs of the science teachers as indicated by teacher feedback. Science BYTES is sent to all secondary science teachers and all elementary schools weekly. It is also available on the Middle Link website.
Instructional leadership at schools promotes good Science teaching. <i>Provide information to K-12 principals on powerful Science pedagogy and science assessment through area principal meetings as well as in individual meetings.</i>	MLP data.	<u>Objective partially met.</u> Elementary principals attended SeaTrain trainings along with their teachers. The ANDRILL project was featured in a science presentation at a General Leadership meeting. We were not able to attend individual area principal meetings.
<i>Continually develop Science teacher leaders from the Science kit trainers, Science contact teachers, and department chairs with targeted professional development, e.g., Science Notebook Forum, SBAR Committee, workshop for kit trainers, and building a presence for Science Network.</i>	MLP data.	<u>Initiative met.</u> Middle and high school department chairs attend the Science Curriculum committee. Building a Presence for Science network involves a science contact teacher at each school. Science BYTES, a weekly newsletter, is disseminated to teachers through that network. Professional development was offered to 25 targeted elementary teacher leaders. 15 elementary teachers were heavily involved in the development of the SBAR faceplates and rubrics.

Science Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

	Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
	Science assessments reflect state performance standards, authenticity, and best instructional practices.	Assessments for science kits and recommended assessments in curriculum guides in place.	<u>Objective partially met.</u> End of unit assessments are included in 75% of science kits. Performance-based assessments are in draft form for 100% of science kits. Lesson plan design using the Learning Cycle Model incorporates both formative and summative assessments reflecting best practices. Science has been involved in the Writing Effective Assessments credit classes, both as students and instructors. All Curriculum Guides have been aligned to GLE's and Standards. The Science Department staff participated in the State Science Assessment cut score team. Science also participated on the Integrated Assessment committee and in developing the SBAR faceplates and rubrics.
	<i>Identify benchmarking assessments currently in place for elementary science.</i>	Existing science unit assessments identified and science units in which the assessments need to be analyzed for conceptual alignment are identified.	<u>Initiative met.</u> Assessments designed to analyze student understanding are in place for 75 percent of the elementary science units. There are 25 percent of the units that have assessments that need to be revised.
	<i>Develop rubrics for grades 1-6 for Standards-Based Report Cards.</i>	The SBAR science rubrics developed and finalized through collaboration with Dr. Robert Marzano.	<u>Initiative partially met.</u> The elementary science SBAR rubrics were developed by the elementary science SBAR committee in 2007-08. They will be piloted in 2008-09.
	Involve parents and community in Science education.	Documented activities that involve parents, community, scientists, and other partners.	<u>Objective met.</u> Activities included our work with the Potter Marsh interpretive plan, pre-service teachers at UAA and APU, Museum of History and Arts design for the new science space, Salmon survey, STARBASE, Eagle River Nature Center, The Imaginarium, Challenger Learning Center, Planet Walk, Space Center Houston, Concord Consortium, Engineers Week at UAA, USGS Earth Week, International Polar Year, Polar Palooza, Knowledge Box, Campbell Creek Science Center, Serum Run, National Academy Creating Leadership through the Department of Energy, Alaska Science and Engineering Fair, Community in the Classroom, Science Olympiad, FIRST Lego League, Outdoor Week, Robotics, Salmon in the Classroom, Sea Train, NEED, the Alaska Math Science Conference, Jason Project, and Project Wet.
	<i>Continue to support and promote events such as: Science Fair, Outdoor Week, Salmon in the Classroom, Sea Train, Robotics, Exploravision, FIRST Lego League, Community in the Classroom,</i>	Science BYTES sent to teachers.	<u>Initiative met.</u> All teachers were informed of activities via Science BYTES and also in separate e-mails and/or fliers.

	<i>Science Olympiad; and to inform every teacher multiple times during the year of both community and national partner opportunities for scientific learning.</i>		
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Social and Emotional Learning Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
Work towards sustainability to support district-wide Social and Emotional Learning (SEL).	Sustainability factors: i.e. SEL leadership, professional development, infusion into adopted curricula, financial supports, etc.	<u>Objective partially met:</u> School-wide and district-wide trainings are taking place, alignments with adopted curricula are being accomplished, principals are being trained to be SEL leaders. The SEL Curriculum Coordinator's salary was paid by the general fund.
<i>Continue to base Safe and Drug Free Schools (SDFS) mini-grants on School Climate & Connectedness Survey (SCCS) results and require outcome data to determine effectiveness in improving student achievement of SEL skills.</i>	Mini-grant requirements.	<u>Initiative met:</u> The SDFS database for school mini-grants is tied to the SCCS. All schools given mini-grants had to report on how their project would enhance the school's climate based on those results. Schools were also required to provide a measurement tool, and supply outcome data that rated the effectiveness of project.
<i>The SEL curriculum is revised and taught first semester in the Service High School Freshmen Academy. Second semester SEL is actualized through service learning and other hands-on activities.</i>	Number of teachers teaching the SEL curriculum.	<u>Initiative partially met:</u> Many teachers taught the curriculum as revised, but others spent more time on different projects such as service learning projects or fund raising events. However, every freshmen academy teacher did teach to the SEL standards to some extent during the allotted time. Feedback from focus groups with students and with teachers was that freedom to use SEL time in a way that was more natural for teachers increased student and teacher satisfaction with SEL learning.
SEL coaches work with the pilot high schools to develop specific SEL supports to aid transitions to 10 th grade at Service and East High Schools.	Number of SEL supports developed.	<u>Initiative partially met:</u> East High School implemented BE THE CHANGE – a program built to follow-up on the 9 th grade Change of Heart initiative. No new supports were implemented at Service.
<i>A one-credit course on Advisories is taught for East High School.</i>	Course taught.	<u>Initiative met:</u> A credit course was held for Advisory teachers at East High School.
<i>Relevant Middle School electives are being aligned to the SEL standards and benchmarks.</i>	Number of electives aligned.	<u>Initiative partially met:</u> Preliminary work was done to complete this alignment. Teachers forwarded relevant syllabi to the SEL coordinator and support teacher. Schools were chosen to intentionalize the lessons in 2008-2009.
<i>SEL Support teacher takes on a second pilot school.</i>	Second SEL pilot school comes on-line.	<u>Initiative met:</u> Gruening became an SEL pilot school with the support of Jan Davis, SEL Support Teacher.
<i>Pilot schools adopt an SEL program that uses direct instruction (RCCP, PATHS, Second Step), to infuse SEL into the curriculum and to build a school culture that values SEL skills.</i>	Number of SEL programs adopted in the pilot schools.	<u>Initiative partially met:</u> One school enhanced their teaching of RCCP, two schools taught AVB, and two schools did Change of Heart – although no school did a new adoption of an SEL program.

Health/SEL specialists are hired and provide pull-out training on SEL skill-building.	Number of specialists hired and teaching classes.	<u>Objective met:</u> Every applicable elementary school had a Health/SEL specialist doing pull-out trainings for students.
<i>SEL pilot schools and network schools have 100 teachers complete professional inquiry training to support SEL practices.</i>	Number of teachers trained.	<u>Initiative partially met:</u> Inquiry class trainings were held for 10 teachers at Scenic Park Elementary school.
<i>SEL standards infused into existing curriculum K-6 Language Arts.</i>	Documents showing the infusion into the existing curriculum.	<u>Initiative partially met:</u> All Houghton Mifflin themes are aligned with SEL standards and prompts showing how to integrate SEL and HM. Harcourt lessons are not yet aligned.
<i>SEL Curriculum Coordinator researches curriculum, courses, and interventions aimed at meeting needs of those needing more intentional support In building SEL skills.</i>	Number of curricula researched.	<u>Initiative partially met:</u> SEL Coordinator researches new curriculum and research, but continues seeking the right interventions for higher needs students.
<i>Safe and Drug Free School's Peer Education Coordinator explores schools interested in piloting Prime for Life in mainstream classrooms.</i>	Number of schools contacted re piloting Prime for Life.	<u>Initiative met:</u> Two schools showed interest in Prime for Life in the mainstream, and it was included in grant applications for other schools.

Social and Emotional Learning Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	<i>SEL Curriculum Coordinator, Transitions class teachers, and Channel 14 work together to make an informational video on Transitions class to help high schools understand the potential of the Transitions program.</i>	Video made.	<u>Initiative met:</u> A professional video was made and shown to all high school principals.
	<i>Change of Heart (COH) Coordinators are assigned for three COH schools. They spend 2 days in professional development trainings.</i>	Number of coordinators assigned and days spent in professional development.	<u>Initiative met:</u> Service, East, and Dimond hired COH coordinators who met together for one day for professional development, and spent further time familiarizing themselves with the COH training.
	<i>The three COH schools review if additional trainings should be held for students outside the freshmen class, and provide that training if warranted.</i>	Review and results.	<u>Initiative met:</u> Dimond and East both added trainings for their sophomore classes.
	<i>Change of Heart training is aligned with the SEL standards and trainers intentionally teach to those SEL standards.</i>	Documents supporting alignment of SEL standards with COH.	<u>Initiative partially met:</u> COH training is aligned with SEL standards, but trainers don't necessarily intentionally teach the SEL standards. They teach the training. (Training with fidelity teaches the standards.)
	<i>'Be the Change' is revised and implemented again at East, training all tenth grade students.</i>	Number of trained students.	<u>Initiative met:</u> All tenth grade East High School Students were invited to Be the Change. Approximately 360 students were trained.
	<i>Pilot online course Service Learning for Student Facilitators.</i>	Class taught.	<u>Initiative met:</u> The course was piloted, a student completed the credit, and the pilot teacher and SEL Coordinator are working to implement desired changes to the course.
	<i>ASD hosts an Adult Assets Fair to highlight and celebrate the activities in the district that promote SEL and positive school climates.</i>	Event held.	<u>Initiative met:</u> The Assets Fair was held, and had break out sessions hosted by district personnel highlighting district activities to support SEL and school climate.
	<i>All new to district staff who take the SDFS Drug/Alcohol/Violence trainings are trained in Developmental Assets Framework and how SEL standards support the assets.</i>	Number of trainings.	<u>Initiative met:</u> Seven (7) trainings were held, each teaching the Assets Framework, and each including a segment on SEL.
	<i>Peer education coordinator hosts a catalyst training to re-energize media literacy efforts.</i>	Training held.	<u>Initiative met:</u> Twenty-five (25) teachers and 15 students attended catalyst training.

	<i>Peer Education Coordinator works with two schools to incorporate media literacy.</i>	Number of schools trained.	<u>Initiative met</u> : Specific media literacy trainings were held at Service, and media literacy presentations occurred at 5 additional schools.
	<i>SEL curriculum coordinator works with Peer Education coordinator to align media literacy efforts with the SEL standards.</i>	Document supporting the alignment.	<u>Initiative partially met</u> : The document was begun, but all fifteen standards have not yet been aligned with media literacy efforts.
	<i>Professional Inquiry and coaching classes are offered to principals to support SEL leadership.</i>	Number of principals trained.	<u>Initiative met</u> : Seven (7) principals were in the first cadre of professional inquiry and coaching classes aimed at supporting SEL leadership.

Social and Emotional Learning Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	<p><i>The SBAR is field tested by teachers in the pilot school and at least 20 educators outside the pilot schools.</i></p> <p><i>Professional development is offered to support the field-testing.</i></p>	<p>Number of teachers piloting SBAR.</p> <p>Professional development offerings.</p>	<p><u>Initiative partially met:</u> 18 teachers field tested SBAR and 18 teachers partnered with the field test.</p> <p>Field testers met monthly with the SEL Curriculum Coordinator to receive support.</p>
	<p><i>SDFS staff provide 15 on-site consultations to school facilities regarding SCCS results and plans for improvement.</i></p>	<p>Number of schools receiving consultations.</p>	<p><u>Initiative met:</u> Twelve (12) schools received on-site consultation; however, every school received training at the Administrative Advance.</p>
	<p>SCCS tied to AYP and SBAs – meaning that a positive correlation is shown between SEL implementation and motivation to learn and academic achievement as seen in the SCCS.</p>	<p>Correlation done, data interpreted.</p>	<p><u>Objective met:</u> American Institutes for Research (AIR) presented statistically significant data showing that AYP and SBA scores correlate with many of the constructs measured in the SCCS: most notably, the Caring Adults construct.</p>
	<p>Written materials developed for parents/guardians detailing student SEL standards and benchmarks for each grade level.</p>	<p>Written materials.</p>	<p><u>Objective not met.</u> Plans are in place to complete these materials in the 2008-2009 school year.</p>
	<p><i>SDFS and SEL coordinator work with other youth serving agencies to support SEL standards and benchmarks.</i></p>	<p>Number of agencies represented.</p>	<p><u>Initiative met:</u> SDFS and SEL work on at least 8 youth serving agencies to support SEL standards and benchmarks.</p>
	<p><i>ASD serves as an active member of the Anchorage Youth Development Coalition (AYDC).</i></p>	<p>Representation on the AYDC.</p>	<p><u>Initiative met:</u> SDFS supervisor serves as a member of the AYDC.</p>
	<p><i>SEL coordinator networks with Collaborative for Academic, Social, and Emotional Learning (CASEL) and other schools and organizations nationally working on implementing intentional SEL.</i></p>	<p>Representation in national efforts.</p>	<p><u>Initiative met:</u> SEL Coordinator continues to work with CASEL, with the New York State SEL working group, with American Educational Research Association's (AERA's) Special Interest Groups (SIGs) on SEL, and with individual schools to implement intentional SEL.</p>

Social Studies Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	Provide exemplary curriculum and resources for K-12 Social Studies instruction.	Successful completion of specific initiatives identified for 2007-2008 version of this ongoing objective.	
	<i>Complete implementation of adoption for World and United States History, including non-traditional resources in support of best practices.</i>	Purchase and disbursement of adopted instructional materials in support of new curriculum. Professional development for high school history teachers. Cross-district identification and purchase of options for supplemental materials in support of new curriculum and textbook adoption.	<u>Initiative partially met.</u> Adopted materials purchased and disbursed and professional development offered. It was decided to allow one year of experience with the curriculum and adopted materials to identify “gaps” and inform decisions about supplemental materials, so that process is ongoing 2008-2009.
	<i>Phase 6 of Curriculum Review Process (continue professional development and assess implementation) for Middle School. Revise Middle School Program of Studies (POS).</i>	Offer professional development identified by middle school social studies teachers as most needed. Work with curriculum committee to explore strengths and weaknesses of ongoing curriculum implementation. Revise Middle School POS.	<u>Initiative met.</u> Curriculum committee and an ad hoc committee revised the 8 th grade pacing guide to incorporate civics in a timely fashion for the November 2008 elections. Professional development offered. Middle School POS draft revisions made and passed along to executive director as recommendations.
	<i>Collaborate with Language Arts in ongoing curriculum review and revision of middle school curriculum guides that include templates for model lessons infused with culturally responsive practices.</i>	Lesson plan template that includes culturally responsive practices. Completed and posted lesson plans.	<u>Initiative partially met.</u> The lesson template was developed; lesson plans have not been organized and posted.
	<i>Phase 2 of Curriculum Review Process (revise curriculum guides) for grades K-3.</i>	Curriculum guides revised following backward design model as seen online for ASD social studies grades 7-10.	<u>Initiative partially met.</u> Drafts have been completed, and SBAR rubrics to align with the proposed new curriculum are nearly complete. “Partially met” recognizes that they were not quite finalized by the end of FY 08.
	<i>Develop SBAR rubrics for elementary social studies.</i>	Rubrics including sample tasks developed for K-6 social studies.	<u>Initiative partially met.</u> Curriculum committees designed draft SBAR documents for grades K-6 and begun work with Dr. Marzano. These documents, nearly complete as noted above, include rubrics and sample tasks.

	<i>Phases 1 and 2 of Curriculum Review Process (curriculum needs assessment and revise curriculum guides for high school Economics and Government.</i>	Initial needs assessment stage and development of revised curriculum guides for high school Economics and Government.	<u>Initiative partially met.</u> Curriculum committees designed and drafted new curriculum guides during FY08 that are being further revised during FY09.
	Through the three-year Teaching American History Grant (Project Clio), students in grades 5, 6, 8, and 10 increase their understanding of American History, and improve literacy and historiography skills.	Project Clio's external evaluator's determination that Document Based test results for students in those grade levels demonstrate increased history content knowledge and increased literacy and historiography skills.	<u>Initiative partially met.</u> The evaluator's report demonstrates that significant gains were made for 5 th , 6 th , and 8 th grades. Insufficient data exists to demonstrate results for high school. Content knowledge, literacy, and historiography skills were tested using document-based questions. Training of teachers to "calibrate" scoring for consistent results took place.
	<i>Apply for a new three-year competitive Teaching American History grant, aimed at developing a collaborative learning community of history educators.</i>	Submit a new Teaching American History (TAH) grant proposal that seeks to advance the ongoing Project Clio beyond Anchorage and to effectively develop a collaborative learning community using virtual and traditional tools.	<u>Initiative met.</u> An innovative TAH grant proposal was submitted and also funded for a minimum of three years ending October 2012. The US Department of Education has indicated it will, dependent upon adequate funding levels from Congress, review our program progress during FY12 to determine if funding will be allocated for an additional two years.
	<i>Students in elementary and secondary history courses taught by Clio treatment group teachers score higher than students in control group classes.</i>	Project Clio's external evaluator's determination that Document Based test results for students taught by Clio treatment group teachers demonstrate greater history content knowledge, literacy and historiography skills than students in control group classes.	<u>Initiative not met.</u> Project Clio was purposefully designed to include a control group for only one year. Although less ideal for evaluation purposes, it was felt that it was more important to provide "treatment" for all teachers in Project Clio after the first year. Without that professional development there would be no real reason for a control group teacher to remain in the program.
	Grades 5, 6, 8, 10 and AP U.S. History teachers learn and teach exemplary American History curriculum.	Project Clio, credit courses by Clio leaders and others, mentoring, indications from principals and secondary department chairs regarding teaching of exemplary curriculum.	<u>Objective partially met.</u> Learning opportunities are documented: Clio teachers taught ASDSA courses, high school U.S. history teachers offered a course during the school year, UAA offered ASD teachers a course at the national archives, peer coaching was learned and practiced by Clio teachers. Clio teachers and others implement best practices. Increased teacher participation is the ongoing need.
	<i>Additional non-Clio credit courses offered by master history teachers for elementary and secondary teachers of U.S. History.</i>	Credit courses focused on United States history content and pedagogy conducted for ASD teachers of US history.	<u>Initiative met.</u> See above.
	<i>Facilitate changes in Social Studies instruction and professional development K-12 based on CIS fit-gap analysis.</i>	Fit-gap analysis.	<u>Initiative not met.</u> CIS did not conduct a fit-gap analysis.

	<p><i>Collaborate with the high school curriculum committee, Educational Technology, and High School Education to identify appropriate online Social Studies courses for students and provide professional development for teachers of online courses.</i></p>	<p>Social studies teachers participate in process led by Ed Tech to investigate online courses aligned with ASD social studies curriculum, in order to eliminate student enrollment in inadequate correspondence courses.</p>	<p><u>Initiative met.</u> High school social studies teachers continued to work with High School Education and Ed Tech to review and implement online courses for U.S. and World History, economics and government. Collaboration with APEX continued and is expanding during FY09. Careful monitoring by curriculum principals and counselors help work toward the ultimate goal of eliminating student enrollment in inadequate correspondence courses and having appropriately rigorous options for students.</p>
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Social Studies Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

	Objective/Initiative	Measure	Progress Report /Evidence of Progress
	Increase teaching of history, geography, and civics as content base for literacy and math teaching, K-6.	Increase in number of elementary teachers participating in the Project Clio history grant program; quantifiable increase in Clio mentorship and collaboration documented in federal grant report.	<u>Objective partially met.</u> Clio participation ranged from successful completion of up to three credit courses per year plus engagement in other Clio sponsored professional development, to merely showing up for lectures given by the visiting scholars. More than half of the 07-'08 Clio participants substantially engaged were 5 th and 6 th grade teachers. Twenty-three (23) elementary teachers participated in credit courses ("treatment") in 2007-2008 (as planned, no control group that year). In 2006-2007, 30 elementary teachers and librarians participated in Clio, with half in the "treatment group" and half in the "control group". During 2007-2008, 16 elementary teachers engaged in inquiry-based history workshops beyond the colloquia; six (6) elementary teachers participated in peer teacher observations, and 13 elementary teachers met in one or more "focus group" grade level meetings.
	<i>Project Clio program, other credit courses, plus informal mentorship continue to be available to K-6 classroom teachers.</i>	Professional development documented in MyLearningPlan.	<u>Initiative met.</u> Professional development offered: Six colloquia led by visiting scholars and Clio teacher leaders, credit courses built around that history content plus classroom application with pertinent original documents, a credit course at the National Archives, ASDSA courses, and peer observations and mentoring with funded release time.
	<i>In collaboration with UAF, UAA, National Geographic Society and ASD curriculum committees, plan a program of professional development aimed at modernizing the teaching of geography.</i>	Curriculum coordinator meets with university geography leaders and offers professional development opportunities for modernizing the teaching of geography.	<u>Initiative partially met.</u> Delays with the university solidifying its relationship with the National Geographic Society led to limited planning between ASD and the university system.
	High School teachers learn and apply Alaska Studies curriculum.	Anecdotal feedback from the curriculum committee / department chairs and feedback based on student evaluations. Courses taken by teachers as noted in initiative below.	<u>Objective partially met.</u> Although the prior year's student survey results were generally positive, and anecdotal evidence is stronger than the prior year, no student evaluation was conducted during 2006-2007.
	<i>Offer opportunities to share best practices in Alaska Studies.</i>	Establish Ning through ASD website to encourage online collaboration. Offer ASDSA opportunity as well.	<u>Initiative met.</u> These opportunities exist and that was the initiative. However, they have not as yet been as well utilized as possible.
	<i>Offer Alaska Studies credit courses and Alaska Studies credit course at ASDSA.</i>	Professional development documented in MyLearningPlan.	<u>Initiative partially met.</u> Courses were offered. The initiative will be "met" when a more comprehensive course is offered this spring semester through UAA.

	Increase AP Social Studies courses offered District-wide.	Increase in number of exams taken in AP social studies exams from the previous year.	<u>Objective not met</u> : In May 2008 a total of 686 exams were taken in AP Social Studies courses, up from 789 in 2007. This is a drop of 13.1%.
	<i>"Paths to AP" Social Studies identified for AP and Social Studies websites.</i>	Publish course pathways in high school Program of Studies and on ASD website.	<u>Initiative met</u> . The high school program of studies is online, and there is a link from high school social studies to the program of studies.
	<i>Determine priorities and offer professional development opportunities in selected AP Social Studies courses.</i>	Curriculum committee's determination of priorities and offer professional development in those areas.	<u>Initiative partially met</u> . An event was held that included full day workshops for three different AP areas within social studies.
	<i>High school and middle school vertical teams meet during fall secondary Social Studies inservice and once again during each semester.</i>	Block of time during the fall in-service for middle and high school social studies vertical teaming. Hold joint curriculum committee meetings with time for "feeder school" conversations.	<u>Initiative met</u> . Such meetings were held. This year's curriculum committee indicates less need for "vertical" conversations for now. It is anticipated that the need will arise again for a district-wide approach. Otherwise, it's ad hoc.
	<i>In collaboration with Project APpeal or other ASD staff, 20 secondary Social Studies teachers participate in College Board vertical teaming with trainer in selected content.</i>	Project APpeal organizes workshop in collaboration with social studies curriculum coordinator.	<u>Initiative met</u> . A full-day workshop on AP vertical teaming was held in March 2008, and taken by 20 secondary social studies teachers.
	Middle School curriculum guides incorporate literacy in instruction and assessment.	Modify existing curriculum guides to include additional units and lessons incorporating social studies literacy skills and sample assessments.	<u>Objective not met</u> . This work did not take place.
	<i>Professional development for middle school Social Studies teachers in support of recent adoption.</i>	Offer credit courses and workshops at August in-service, during the school year, and at ASDSA.	<u>Initiative met</u> . Professional development in world geography, geographic information systems, U.S. history, and civics were offered during the year.
	Social Studies teachers access current information, resources, and best practices in real time. Website includes annotated links to quality resources.	Revise ASD social studies website to increase annotated links to quality resources, and to utilize Web2.0 tools (e.g., a "ning") in order to encourage greater online collaboration between teachers across the district.	<u>Objective partially met</u> . Successful initiatives are described below. The objective is "partially met" because the 2007-08 year represented a good beginning, and many more teachers need to engage over time to grow the benefit to both individual teachers and students across the district.
	<i>Update website continually in collaboration with committee of teachers and ASD webmaster.</i>	Ongoing improvements to website in collaboration with ASD webmaster.	<u>Initiative met</u> . Although there is always potential for a larger quantity of change on virtually a daily basis, the ASD social studies website was modified and improved throughout the year. A ning was created and introduced to curriculum committees.
	<i>Collaborate with Instructional Division, Educational Technology, librarians, and Social Studies curriculum</i>	Social Studies curriculum committees include Educational Technology participation and	<u>Initiative met</u> . Martina Henke and Julie Besch actively participated in middle and high school curriculum committees. They frequently demonstrated new

	<p><i>committees to further integrate technological opportunities in support of best practices K-12..</i></p>	<p>ongoing collaboration to involve teachers in Web2.0 tools or other appropriate technological opportunities.</p>	<p>opportunities for classroom teachers such as Nettekter, Discovery Streaming, wikis, nings, Teacher Tube, and so forth. Ann Morgester conducted related trainings as coordinator of libraries. Some of these were “hands on”, encouraging school leaders to share with their departments. Four elementary curriculum committees learned and used the Web2.0 tool “GoogleDocs” in order to more efficiently review and design curriculum.</p>
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Social Studies Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
All Social Studies curriculum committees include community participants.	Attendance rosters.	<u>Objective met.</u> See below.
<i>Recruit community members to take part in curriculum review and adoption processes. Continue to work with local, state, and national partners on various initiatives: the Center for Civic Education, Teaching Justice Network, History Day, Gilder Lehrman Institute of American History, Geography Bee, Mock Trial, Model UN, Alaska World Affairs Council, Anchorage Youth Court, etc.</i>	Community members participate in curriculum committees by providing input regarding adopted curriculum and instructional materials, as well as presentation of opportunities for teachers and students connected to social studies.	<u>Initiative met.</u> During the 2007-2008 year there were no approved adoptions, although elementary committees will engage community members in this process during 2008-2009. Representatives of these and other community groups presented at curriculum committee meetings during the year. Where presentations were not required, the curriculum coordinator acted as liaison between the community groups and curriculum committees.
Collaborate with local, state and national partners and teachers in support of curriculum and instruction.		<u>Objective met.</u> See below.
<i>Work with UAA, the Alaska World Affairs Council (AWAC), and high school teachers in support of Model UN, mock trial, and AWAC programs for educators and students.</i>	Teacher and student participation in AWAC presentations and events, district and state Model United Nations, and state mock trial competition.	<u>Initiative met.</u> High school teachers involve their students in attending World Affairs Council luncheon speeches as well as evening events and the annual World Quest competition. AWAC speakers visit high school classrooms. The Alaska Bar Association provides coaches and judges for mock trial and We the People competitions; ASD's curriculum coordinator serves on the ABA's law related education committee. There are both district and state Model United Nations competitions; the former began during 2007-2008 thanks to dedicated teachers.
<i>In collaboration with local community and university folks, develop a speakers bureau for Alaska Studies classrooms.</i>	Annotated list of local individuals available for classroom presentation on topics pertinent to Alaska Studies curriculum published.	<u>Initiative partially met.</u> An ASD teacher collaborated with the curriculum coordinator and a few key community members to recruit and begin documenting names, areas of expertise, and cross-reference with Alaska Studies curriculum. It will be completed during 2008-2009.
<i>Support efforts of National Park Service (NPS), National History Day (NHD), and teachers in grades 5-12.</i>	ASD teachers of U.S. history utilize National History Day as an instructional strategy. ASD students participate in Alaska's NHD competition. Work with NPS on both of these.	<u>Initiative met.</u> Dimond High was the district's leader in building a strong NHD program and conducting a school-wide competition. Other teachers and students participated, some for individual classroom application only and others engaging in the competitive process. NHD was written into the new history grant, the Alaska Network for Understanding of American History (ANUAH).

<p><i>Serve as state coordinator of Gilder Lehrman's American History Teacher of the Year.</i></p>	<p>Curriculum coordinator serves or delegates the role of state coordinator of the Gilder Lehrman.</p>	<p><u>Initiative partially met.</u> This past year Scott Hickox agreed to serve in this capacity; he attended the annual GL meeting and coordinated selection of Alaska's American history teacher of the year. The initiative was "partially met" because more in-depth outreach around the state is required for complete success.</p>
<p><i>Work with University of Alaska statewide, Institute of the North, National Geographic Society and K-12 educators to rebuild the Alaska Geography Alliance.</i></p>	<p>Curriculum coordinator collaborates with UA, NGS, teachers, and Institute of the North to support and rebuild the Alaska Geography Alliance so that more K-12 teachers receive professional development and instructional materials for geography education.</p>	<p><u>Initiative partially met.</u> Meetings were held to find ways to improve K-12 geography education through professional development and student engagement; the Geography Bee was held both district-wide and statewide, a GIS workshop and courses were offered at the fall in-service and ASDSA, and MapTeach was successfully used in some middle schools thanks to UA support. More professional development needs to be provided that reaches more ASD teachers.</p>
<p><i>Support work of K-12 teachers and the National Geographic Society organizing the Geography Bee.</i></p>	<p>Curriculum coordinator partners with Alaska's Geography Bee coordinator to encourage and allow teacher engagement with as many ASD elementary schools as possible.</p>	<p><u>Initiative met.</u> Electronic sharing of information requisite to teacher engagement in the Geography Bee locally, statewide, and in sending the state winner to the national competition. Bees were held in dozens of ASD schools and subs provided for teachers to organize and attend the state competition.</p>
<p><i>Continue collaboration with UAA's Center for Economics and Junior Achievement to provide professional development and instructional materials aimed at improving the teaching of economics K-12.</i></p>	<p>Credit courses and workshops held to provide content and instructional strategies in support of ASD curriculum for teaching economics at all levels.</p>	<p><u>Initiative partially met.</u> Courses were offered in topics ranging from Alaska public policy to the stock market game. Infusion of stronger economic ties within our elementary and middle social studies curriculum is needed, especially as the elementary adoption process comes closer. An ad hoc high school economics committee is re-designing curriculum and will consider the potential for UAA generated and JA materials to support our revised curriculum.</p>
<p><i>Collaborate with social studies educators statewide and ACSS officers to rebuild the Alaska Council of Social Studies and to strengthen our relationship with NCSS.</i></p>	<p>Curriculum coordinator works with newly elected ACSS officers to revitalize that statewide organization.</p>	<p><u>Initiative partially met.</u> The effort has begun; it has been stymied by the lack of support at the state level for coordination of curriculum in social studies (also true of other areas). Email lists of statewide social studies teachers will take time to construct and will be an ongoing need in light of teacher turnover.</p>
<p><i>Work with professors and pre-service teachers in APU MAT program. Encourage UAA to develop a Masters program based on core Social Studies content areas.</i></p>	<p>Curriculum coordinator works with university professors to improve professional development for social studies educators and pre-service teachers.</p>	<p><u>Initiative partially met.</u> The curriculum coordinator taught social studies sessions for pre-service teachers in two APU programs. Some students followed up with requests for further consultation and/or materials. Work with UAA in terms of visioning a social studies based Masters program did not occur.</p>
<p><i>Coordinate with various local entities such as the Rose Urban Rural Exchange, the Anchorage Museum, Alaska Native Heritage Center, First Alaskans Institute, and the Anchorage branch of the National</i></p>	<p>Professional development provided that is aligned with ASD social studies curriculum and based on the expertise of various local</p>	<p><u>Initiative partially met.</u> Teachers participated in the Rose Urban Rural Exchange; students and teachers visited the Alaska Native Heritage Center for tours and programs; teachers experienced</p>

<p><i>Archives to provide professional development for K-12 Social Studies teachers.</i></p>	<p>organizations and programs.</p>	<p>inquiry based history at the National Archives; and students and teachers toured the Anchorage Museum, self-guided or with docents. Attempts are made each year to involve larger numbers of students and teachers in these great opportunities.</p>
<p>All teachers at appropriate grade levels receive timely information in order to encourage student involvement in civic endeavors.</p>		
<p><i>Serve on the education committee of the Alaska Bar Association in support of law related education.</i></p>	<p>Curriculum coordinator serves on the education committee of the ABA.</p>	<p><u>Initiative met.</u> This networking results in the ABA committee understanding ASD needs, as well as ASD understanding how attorneys and others in ABA can support social studies education. Individuals were identified for classroom presentations based on topics compiled by ASD. ABA members judge various civics and history based competitions.</p>
<p><i>Continue efforts with the Center for Civic Education, the Alaska Teaching Justice Network, UAA's ISER, the Close Up Foundation, and secondary teachers in support of Law Week, We the People, Civitas International, Project Citizen and other civics programs.</i></p> <p><i>Continue collaboration with the League of Women Voters and teachers in grades 5-12 in support of Youth Vote.</i></p>	<p>ASD civics education is supported through work with these various organizations. Professional development offered for teachers in adopted Center for Civic Education (CCE) programs.</p> <p>Every two years, the League of Women Voters and ASD conduct Youth Vote.</p>	<p><u>Initiative met.</u> Credit courses offered by ASD teachers with CCE support. ASD teachers attended CCE sponsored summer institutes for We the People: the Citizen and the Constitution and Project Citizen. The Alaska Teaching Justice Network and ABA provide attorneys and judges for Law Week (now becoming more of a year round effort). High school teachers participate in Close-Up.</p> <p><u>Initiative to be continued fall 2008.</u> There was not a major election (fall, state and/or national) for the 2007-2008 school year.</p>
<p><i>Provide support for Anchorage Youth Court recruitment efforts to encourage grade 7-12 students to study and participate as jurors, attorneys and judges.</i></p>	<p>Anchorage Youth Court opportunities made known to middle and high school students.</p>	<p><u>Initiative met.</u> Sharon Leon of AYC and the curriculum coordinator organized distribution of information electronically and in hard copy to secondary schools at registration.</p>

Special Education Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress																											
<p>Special Education students 3rd-10th grade will improve performance in Reading, Writing and Math on state benchmark measures. Improve in all areas above 2006-2007 performance scores.</p>	Statewide Benchmark Assessments.	<p><u>Objective not met:</u> Students with disabilities in 3rd-10th grade decreased by 2.05% in reading, decreased by .3% in writing and decreased by 16.74% in math.</p>																											
<p>Special Education students will improve performance on state benchmark measures by 2.5 % yearly.</p>	Statewide Benchmark Assessments.	<p><u>Objective not met:</u> Students with disabilities decreased performance in all three academic areas</p>																											
<p>Preschool Special Education students will improve on Early Childhood Outcomes above established baselines. Baseline scores being established; exit rating is done on preschool students transitioning to Kindergarten</p>	Entry information as per the Early Childhood Outcomes report. Continue to wait for feedback from the state on reporting.	<p><u>Objective partially met.</u> Entry and exit data was submitted to the State via the Early Childhood Outcomes report in July 2008. Initial information was submitted to the state in July 2007. The state has not provided any baseline data or feedback indicating how the data will be analyzed, used, or reported.</p>																											
<p>In each grade, the percentage of Special Education students passing the HSGQE will improve by 2.5% above the established baseline.</p> <p>Baseline scores without waivers established.</p>	HSGQE data.	<p><u>Objective partially met.</u> Significant gains were made for 11th and 12th graders passing the HSGQE. The number of 10th graders passing on the first attempt dropped.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">10th Grade</td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td>2006-07</td> <td>2007-08</td> <td>Percent Gain or Loss</td> </tr> <tr> <td>21.7%</td> <td>19.1%</td> <td>-12.0%</td> </tr> <tr> <td>11th Grade</td> <td></td> <td></td> </tr> <tr> <td>2006-07</td> <td>2007-08</td> <td>Percent Gain or Loss</td> </tr> <tr> <td>39.8%</td> <td>52.1%</td> <td>30.9%</td> </tr> <tr> <td>12th Grade</td> <td></td> <td></td> </tr> <tr> <td>2006-07</td> <td>2007-08</td> <td>Percent Gain or Loss</td> </tr> <tr> <td>51.8%</td> <td>60.0%</td> <td>15.8%</td> </tr> </table>	10th Grade			2006-07	2007-08	Percent Gain or Loss	21.7%	19.1%	-12.0%	11th Grade			2006-07	2007-08	Percent Gain or Loss	39.8%	52.1%	30.9%	12th Grade			2006-07	2007-08	Percent Gain or Loss	51.8%	60.0%	15.8%
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<p>Preschool Special Education programs use research-based intervention curriculum which has an emphasis on early language, reading and mathematics skills and is aligned with Alaska</p>																													

<p>State Early Learning Guidelines. Committee to identify and guide implementation of early intervention curriculum established 06/07</p> <p>Trial of selected preschool intervention curriculum (Investigator's Club) in representative sample of 2 day, 4 day and Autism classrooms; conclusions and results of trial compiled; recommendation for purchase complete.</p> <p><i>If recommended for implementation, purchase of Investigator's Club (IC).</i></p>	<p>The committee reviewed a variety of early childhood curricula and data from several publishers.</p> <p>Data/information from a trial implementation. Six preschool teachers and teaching staff were trained on using the InvestiGator Club curriculum. A trial was implemented in six 4-day preschool classrooms.</p> <p>Committee documentation and recommendations.</p>	<p><u>Objective met.</u> The committee selected a curriculum based on data from the review.</p> <p><u>Objective met.</u> Six teachers implemented the InvestiGator Club curriculum in 4-day preschool classes and discussed necessary adaptations and modifications to ensure appropriate access by a variety of preschool children with disabilities.</p> <p><u>Initiative met.</u> Revision to implement, the InvestiGator Club curriculum in 4-day preschool classes only based on feedback from the committee. Curriculum was purchased for all 4-day classes.</p>
<p><i>Continue use of AEPS (Assessment Education Performance Scales) in preschool Special Education Programs.</i></p> <p><i>Train new preschool staff on use of the AEPS and its use in reporting Early Childhood Outcomes</i></p>	<p>Training records for preschool special education staff.</p>	<p><u>Initiative met.</u> All preschool teachers received the update version of the AEPs. Training on recording and inputting data using the AEPs online data collection system was provided for all preschool teachers.</p>
<p>Research-based reading programs are available in all elementary resource classrooms for use, as appropriate, with Special Education students scoring below proficient and not proficient on statewide achievement tests. All resource teachers received training in reading core curriculum including strategic instruction for students below proficient.</p> <p><i>Reading Mastery (RM) and Corrective Reading (CR) are available and implemented in all elementary resource programs.</i></p> <p><i>Resource teams not using RM & CR identified; RM & CR materials are ordered for implementation in 2008-2009</i></p> <p><i>Orientation training for RM & CR provided for elementary principals.</i></p>	<p>Staff training sheets records.</p> <p>Resource inventory sheets.</p> <p>Resource inventory sheets.</p> <p>Principal meeting agenda.</p>	<p><u>Objective met.</u> Training was provided to special education resource teachers in Houghton Mifflin Reading, Reading Mastery and Corrective Reading. Reading Inventories will be updated annually.</p> <p><u>Initiative met.</u> Reading programs are available at each of the 60 elementary schools. Reading programs will be updated and/or expanded as new versions or additional programs become available.</p> <p><u>Initiative met.</u> Updated RM materials were purchased for each elementary resource program. A training plan for the updated version of RM was identified for the fall of 2008.</p> <p><u>Initiative not met.</u> Instead of training, information regarding the programs was provided in written form.</p>

<p><i>RM & CR training is provided to new resource teachers in those schools that currently have RM & CR materials.</i></p> <p><i>RM & CR training is provided to 50 teacher assistants</i></p> <p><i>Lindamood Bell reading materials are available and implemented in all elementary resource programs. Current LMB materials are inventoried in resource programs; purchase needs identified, purchase schedule determined.</i></p> <p><i>Initial LMB training available for 25+ resource teachers.</i></p>	<p>Staff training records.</p> <p>Staff training records.</p> <p>Resource inventory sheets.</p> <p>Staff training records.</p>	<p><u>Initiative partially met.</u> Six RM trainings were provided to resource teachers and teaching assistants.</p> <p><u>Initiative partially met.</u> Six RM trainings were provided to resource teachers and teaching assistants.</p> <p><u>Initiative partially met.</u> Materials are available in all resource programs. Ongoing purchase needs, implementation, and additional training needs will be identified.</p> <p><u>Initiative met.</u> Trainings on LMB strategies were provided to resource teachers.</p>
<p>Research-based Reading programs are available, implemented and in use in elementary special class settings i.e. Extended Resource (ER), Intensive Needs (IN), and Autism (AUT).</p> <p><i>Purchase of Edmark Reading and Reading Milestones for Intensive Needs (IN) teachers.</i></p> <p><i>Provide reading training for IN teachers to aid implementation of Edmark and Reading Milestones.</i></p> <p><i>Include purchase of Edmark Reading and Reading Milestones on initial inventories for future new specialized classes.</i></p>	<p>Completed – 2006/0207 inventories for special classes.</p> <p>ER, IN, AUT inventory sheets.</p> <p>Staff training records.</p> <p>ER, IN, AUT inventory sheets.</p>	<p><u>Initiative met.</u> 2006/2007.</p> <p><u>Initiative met.</u> Self-contained ECE Special Education classes were provided with Edmark Reading and Reading Milestones.</p> <p><u>Initiative partially met.</u> Training needs for Edmark Reading and Reading Milestones for new staff in IN, ER, and AUT classrooms was identified. Training for new staff will be implemented in 2008-2009.</p> <p><u>Initiative met.</u> The inventory for self-contained classes was updated to include Edmark Reading and Reading Milestones.</p>
<p>Continue implementation of research-based Language Arts curriculum in secondary Special Education.</p> <p>Language! Is available, implemented and in use in middle school Special Education classes.</p> <p><i>Purchase additional materials for new classes and provide training for new staff implementing</i></p>	<p>School inventory sheets, Staff training sheets, periodic observations of implementation.</p> <p>School inventory sheets, Staff training sheets, periodic observations of implementation.</p>	<p><u>Objective met.</u> All Comprehensive Middle Schools have been provided Language materials and are implementing the Language program. Continued implementation of research-based curriculum, Step Up to Writing program is being used to enhance the current special education curriculum. Training for resource teachers was mandatory and all middle schools sent special education teachers to be trained in Language and Step Up to Writing.</p> <p><u>Initiative met.</u> All Comprehensive Middle Schools that started new classes have been provided Language materials and are implementing</p>

<p><i>Language.</i></p> <p><i>Purchase needed materials and provide refresher training for staff on Language.</i></p> <p><i>Identify and train in-house trainers to support implementation of Language in middle schools</i></p>		<p>School inventory sheets, Staff training sheets, periodic observations of implementation.</p> <p>Only one person interested in training.</p>	<p>the Language program. Training for resource teachers was mandatory and all middle schools sent special education teachers new to the program to be trained in Language and Step Up to Writing.</p> <p><u>Initiative met.</u> All Comprehensive Middle Schools have been provided additional Language materials and replacement of consumables to continue implementation of the Language program. Step Up to Writing program has been used this year to enhance the current special education curriculum. Refresher training for resource teachers was mandatory and all middle schools sent special education teachers to be trained in Language and Step Up to Writing.</p> <p><u>Initiative not met.</u> This initiative will be dropped due to lack of interest. Continued training will be provided by outside trainers.</p>
<p>Continue implementation on research-based Mathematics curriculum in secondary Special Education.</p> <p>Implement TransMath Prealgebra curriculum in all comprehensive high schools.</p> <p><i>Investigate researched-based Algebra programs for use in comprehensive high schools; Identify program for trial.</i></p>		<p>School inventory sheets, Staff training sheets, periodic observations of implementation.</p> <p>School inventory sheets, Staff training sheets, periodic observations of implementation.</p> <p>Program identification and purchase were completed and implemented in 2007/2008.</p>	<p><u>Objective met.</u> All comprehensive high schools and middle schools are using assigned levels of Transmath. Training of resource teachers was mandatory and all secondary comprehensive schools sent teachers to training as per the staff training sheets. We are currently providing the Transmath intervention program from basic math through algebra at either the middle schools or high schools.</p> <p><u>Objective met.</u> All comprehensive high schools are currently using TransMath Prealgebra in resource prealgebra classes. Basic materials and supplementals were purchased and are being used. Teachers instructing in the program attended mandatory training for implementation of the program.</p> <p><u>Initiative met.</u> Sopris West Algebra Rescue was determined to be the research-based curriculum that should be implemented for high school resource algebra classes. Purchase was made and training was completed at the beginning of the 07/08 school year.</p>
<p>Basic TransMath is available, implemented and in used in secondary Special Education programs in middle schools.</p> <p><i>Purchase materials and provide training for new staff implementing TransMath Prealgebra program for comprehensive high schools.</i></p>		<p>School inventory sheets, Staff training sheets, periodic observations of implementation.</p> <p>School inventory sheets, Staff training sheets, periodic observations of implementation.</p>	<p><u>Initiative met.</u> Continued from 06/07 objective. Additional classes provided with materials and additional teachers trained to support students in developing math skills.</p> <p><u>Initiative met:</u> School inventory sheets show complete sets of Transmath basic math for the middle schools and pre-algebra and algebra for high schools were purchased and additional purchases of consumables and class sets were included to meet school needs. Mandatory training for all resource math teachers in secondary was provided.</p>

	<i>Monitor and evaluate implementation via consultant feedback or teacher survey.</i>	Feedback provided through observation and communication with teachers	<u>Initiative met.</u> Meetings were held once per semester for teachers to discuss implementation of the program and provide feedback regarding difficulties and successes.
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Special Education Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

Objective/ <i>Initiative</i>	Measure	Progress Report / <i>Evidence of Progress</i>
<p>A full continuum of services will be available for grades PreK-12 that will provide appropriate academic, behavioral and social supports for students with significant disabilities.</p> <p>Expansion of preschool and elementary specialized classes; 4-day preschool classes, Autism and Extended Resource.</p> <p>Using 2008-2009 projections, identify need for additional special classes or relocation of special classes</p> <p><i>Collaborate with general education administration to provide appropriate facilities to support specialized classes within neighborhood schools.</i></p> <p><i>Work with principals in the selection of classroom space when opening new special classes including accessibility to spaces within the school; identify guidelines.</i></p> <p><i>Design and implement a long-range plan to establish multi-class school sites for regional specialized classes, which would provide accessibility to these sites for any student in the ASD.</i></p> <p><i>Establish an Elementary committee to write a 5-year plan for expansion of special class sites in neighborhood elementary schools; plan submitted to Executive Directors of Special Education and Elementary Education.</i></p> <p><i>Establish and maintain appropriate teacher/student ratios in specialized classes thus clarifying the need</i></p>	<p>As evidenced by continuum of service information under Special Education on the ASD Website and special education enrollment information.</p> <p>Transition data from ILP programs, incoming kindergarten students, and analysis of needs of current elementary special ed population were reviewed.</p> <p>Data derived from projections and an analysis of current growth in specialized classes.</p> <p>Documentation of meetings; meeting agendas and notes.</p> <p>Meeting schedule – written guidelines.</p> <p>Documentation of planning meetings, notes and written recommendations.</p> <p>Ongoing communication and collaboration between ECE special education and elementary education focusing on classroom usage and student need.</p> <p>Documentation of district planning meetings and public meetings as per ASD boundary</p>	<p><u>Objective met.</u> The continuum for specialized programs throughout the division (elementary and secondary) is established and stable at this time. Class sizes are appropriate. Continued evaluation for the need to expand programs will occur each year to assure necessary supports are available for special education students.</p> <p><u>Initiative met.</u> Data yielded information indicating a need for the relocation of a preschool Autism program.</p> <p><u>Objective met.</u> Data yielded information indicating a need for additional ER and Autism programs.</p> <p><u>Initiative met.</u> Secondary and elementary continues to participate in planning for new school construction as well as reviewing renovations at other schools. Continued discussion will occur, as additional regional classes are needed.</p> <p><u>Initiative partially met.</u> Meetings with principals occur to assure appropriate placement of class in the school building. Guidelines have not been established.</p> <p><u>Initiative partially met.</u> One multi-class regional program site was established. Recommendations for additional multi-class sites have been made. Potential locations and planning for those sites will be discussed with Elementary Education.</p> <p><u>Initiative partially met.</u> Elementary Education and ECE Special Education collaborate monthly. A formal committee outlining a five-year plan has not been established.</p> <p><u>Initiative partially met.</u> Secondary and elementary regional specialized classes have been able to maintain most classes to appropriate student teacher ratios. When</p>

<p><i>to open additional new classes to maintain the ratio.</i></p> <p><i>Special Education Directors will submit recommendations for appropriate teacher/student ratios for all specialized classes preschool-adult services to Executive Director.</i></p> <p><i>Special Education administration will participate as a district team member in any boundary change process to better represent the needs of Special Education students in the schools involved.</i></p>	<p>change procedures.</p> <p>List of recommended teacher student ratios.</p> <p>Documentation of participation in boundary change meetings.</p>	<p>students move during the school year, staffing changes have been difficult due to funding issues.</p> <p><u>Initiative met.</u> Teacher/student ratios have been provided to the Executive Director.</p> <p><u>Initiative met.</u> Elementary and secondary special education participated in meetings related to boundary changes and changes in demographics. Special education will continue to work with general education administrators to assure that all special education students are provided with adequate facilities.</p>
<p>Establish long-range plan to improve facilities to better support the program at Whaley School and Mt. Iliamna School.</p> <p>Reopen Whaley Facility Study to determine if previous study should be revised to reflect current programmatic needs.</p> <p><i>Investigate and prioritize facility needs at Whaley School and Mt. Iliamna; Work collaboratively with other ASD departments to establish facility plans.</i></p> <p><i>Establish a committee to identify and prioritize facility needs to support restructured program as outlined in the Whaley Center Restructuring Plan.</i></p>	<p>Documentation of process to develop long-range plans: meetings, notes, written recommendations.</p> <p>Facilities Study changes.</p> <p>Documentation of process to prioritize facility needs: notes, written recommendations.</p> <p>Committee meeting attendance and notes.</p>	<p><u>Objective not met.</u> Action on this Objective is pushed back for 2008-2009 school year.</p> <p><u>Objective not met.</u> The facilities study for Whaley is up for review in 08/09.</p> <p><u>Initiative not met.</u> Action on this Initiative is pushed back to 2008-2009 school year.</p> <p><u>Initiative not met.</u> Each individual site within the Whaley Center umbrella has been working on establishing and prioritizing a list of facility needs. The needs are being addressed by the Director overseeing each program.</p>
<p>Collaborate with general education to provide training for school staff on appropriate behavior support strategies and interventions.</p> <p><i>Coordinate behavioral training for elementary regular and Sped staff to be compatible with school-wide discipline plans.</i></p> <p><i>Share elementary Sped staff development plans with Elementary Education; consult with Elementary Ed, if possible.</i></p>	<p>Documentation of meetings; meeting agendas and notes.</p> <p>Training plans, schedule and training modules.</p> <p>Monthly meetings.</p>	<p><u>Objective partially met:</u> Crisis Prevention Institute (CPI) training was mandatory for all life skills and autism staff to better support their students. MANDT continues to be used at Whaley to support staff in working with this population of students. We have continued to work effectively with middle school education to offer CPI training to security and administrators.</p> <p><u>Initiative partially met:</u> Secondary and Elementary special education provided de-escalation/evasion training for school staff working with students with behavioral issues. The need for additional training in processes and procedures to plan, design, and implement behavior plans will be monitored.</p> <p><u>Initiative met.</u> ECE Special education has representation at Elementary Education instructional and safety committee meetings. There is ongoing collaboration.</p>

	<p><i>Provide behavioral support training as specified on elementary sped staff development plans.</i></p> <p><i>Provide additional training for general ed and Sped staff on issues with working with students with emotional disturbance and mental health needs.</i></p> <p><i>Provide at least one training for staff on ED issues and mental health needs; to be determined by Sped department.</i></p> <p><i>Establish a committee to identify and guide implementation of social skills curriculum; recommendations of curriculum for trial in 2008/09.</i></p>	<p>Documentation of trainings offered on MyLearningPlan.com.</p> <p>Documentation of trainings offered on MyLearningPlan.com.</p> <p>Documentation of Training offered.</p> <p>Documentation of committee meetings, notes, and written recommendation.</p>	<p><u>Initiative met.</u> ECE Special education provided de-escalation training for all special education teachers.</p> <p><u>Initiative partially met.</u> Special education provided behavior training for substitutes working at both Whaley and Mt. I. CPI training was mandatory for all life skills and autism staff. It was also offered to security staff at midlevel. Behavior Plans, Functional Behavior Assessments, and Communication support for Life skills students, Autism was also provided as well as MANDT training for Whaley staff. Ongoing training regarding mental health issues occurred at Whaley.</p> <p><u>Initiative met.</u> Opportunity for sped staff to participate in training quarterly for staff working with students with behavior was provided. Whaley and Mt I staff were provided with ongoing training and support for students with behavioral and mental health issues enrolled in their programs.</p> <p><u>Initiative partially met.</u> Social/behavior curriculum, Second Steps, was reviewed. Elementary special education continues to review a variety of curriculum related to establishing school-wide behavior supports. Secondary special education has determined that Why Try will be implemented as the social skills curriculum for Whaley school and affective education classes in the neighbor hood schools. Implementation occurred this fall.</p>
	<p>Investigate, plan and establish an alternate certification program in Special Education.</p> <p>Continue review of possible alternate certification programs in collaboration with universities and establishment of ASD program; selected program and establish implementation schedule</p> <p><i>Explore options such as tuition reimbursement, scholarships, etc. to support staff in obtaining endorsement.</i></p>	<p>Written plan developed.</p> <p>Not accomplished.</p> <p>Database of staff accessing the reimbursement program through special education.</p>	<p><u>Objective met:</u> A reimbursement plan to pay a portion of the tuition cost to teachers and specialist to gain special education or related service certification was established and implemented.</p> <p><u>Objective not met.</u> As part of the initial reimbursement plan, it was decided that staff would be able to choose the university program as long as it was accredited and grades were maintained. After discussions with UAA, the education college has developed programs that support any of our staff with regular ed degrees or bachelor's degrees in other areas to become certified in special education.</p> <p><u>Initiative met:</u> Teachers applying for the reimbursement program must maintain a grade of B or better, turn in completed transcripts and receipts and are reimbursed their tuition at 80%.</p>

Special Education Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>Increase or maintain overall score on the annual CIMP (Continuous Improvement Monitoring Process).</p> <p>ASD Special Education division maintains or increases overall score from 2006-2007.</p> <p><i>Revise and implement improved Child Find plans.</i></p> <p><i>Review and revise Current Child Find by Special Education Executive Committee; changes to plan implemented.</i></p> <p><i>ASD Special Education will provide training for staff annually in compliance with any corrective action mandated from the CIMP.</i></p> <p><i>Implement Training annually.</i></p>	<p>Report on Continuous Improvement Monitoring Process from State Special Education Director.</p> <p>Documentation of revisions and implementation plans.</p> <p>Documentation of completed corrective actions provided to State; Training records documented on MyLearningPlan.</p>	<p><u>Objective partially met.</u> ASD Special Education has continued to improve on the CIMP. Previous score from 2007 monitoring was 98%.</p> <p><u>Initiative not met.</u> Action on this Initiative is slated for 2008-2009.</p> <p><u>Initiative not met.</u> All special education teachers and related services personnel will receive training as per the corrective actions mandated by the State during the 2007 CIMP process. Training will be completed November, 2008.</p>
<p>Establish positive working relationships with public and private agencies.</p> <p><i>Establish and maintain appropriate current Memorandums of Agreement with key community agency partners</i></p> <p><i>Review of current MOAs by Special Education Executive Committee; investigate use of multi-year MOAs with key agency partners</i></p> <p><i>Collaborate with agency partners on the Bring the Kids Home initiative process.</i></p>	<p>Documentation of ongoing meetings and contact with public and private agencies.</p> <p>Files of current MOAs available.</p> <p>Review of current MOAs to show revised for multi-year partnerships.</p> <p>Documentation of participation in statewide and local meetings.</p>	<p><u>Objective met.</u> Special Education administration maintained positive contact with public and private agencies throughout the 2007-2008 school year. This contact consisted of phone conferences, face-to-face collaborative meetings and the sharing of written information such as district or agency mandates and guidelines.</p> <p><u>Initiative met.</u> ASD Special Education reviewed and revised all current MOAs with district counsel. These MOAs included those for: private schools and preschools, public preschools such as HeadStart, various mental health agencies, Department of Corrections and Department of Vocational Rehabilitation.</p> <p><u>Initiative met.</u> All MOA's have been reviewed with district counsel, and many have been extended to multi-year agreements.</p> <p><u>Initiative met.</u> ASD Special Education participated in quarterly BTKH meetings and helped influence the formation of an Education Subcommittee. ASD's Superintendent participated in the subcommittee along with the Commissioners of</p>

	<p><i>Continue to work on transition process which includes interagency collaboration and notification; establish plan and identify support systems and next steps.</i></p>	<p>Documentation of participation in statewide and local meetings.</p>	<p>Education and Health and Social Services.</p> <p><u>Initiative met.</u> ASD Special Education administrators have continued to participate in interagency meetings to help facilitate communication and collaboration between state and local agencies.</p>
	<p>Improve communication and collaboration with parents and community on Special Education issues.</p> <p>Articulate and publish clear mission statement for the SteP Center, which would include focus on priority projects.</p> <p><i>Continue to improve ASD Special Education website to provide current information for staff, parents and community on Special Education topics.</i></p> <p><i>Review of current website for potential additions; survey of district and community for feedback on website.</i></p> <p><i>Increase active membership in the SEAC (Special Education Advisory Committee) to ensure diverse representation.</i></p> <p><i>Membership plan discussed by SEAC members; potential membership identified (key community leaders, agencies, etc).</i></p>	<p>Documentation on meetings, trainings and contact with community members and parents.</p> <p>Documentation of mission of the STEP Center on the district website.</p> <p>Ongoing current information posted on the ASD Special Education website.</p> <p>SEAC Membership list.</p>	<p><u>Objective met.</u> ASD STEP Center offered a variety of trainings and forums during the 2007-2008 school year. Special education administration also participated in community forums sponsored by Stone Soup Agency.</p> <p><u>Objective partially met.</u> An outside facilitator worked with the staff of the STEP Center to develop a vision for the program during the 2007-2008 school year. With the turn-over of staff in the center over the summer, the administration is working closely with staff to clarify focus and priorities.</p> <p><u>Initiative met.</u> Updated policy information was added to the website throughout the 2007-2008 school year. In addition, "Connections from Jerr," an informational newsletter was sent to all special education staff, general education administration and was archived for reference on the website.</p> <p>An Annotated Glossary providing ASD staff with information on a wide variety of topics through a simple search mechanism was available on the Special Education website. This Glossary provides live links to other resources.</p> <p><u>Initiative met.</u> SEAC continues its effort to recruit active members. Stone Soup agency, the parent training and information center, was invited to have membership on SEAC and has committed to help recruit parent members.</p>

Training and Professional Development Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/Initiative	Measure	Progress Report /Evidence of Progress
Develop a career ladder (DEEL) for teachers and administrators to nurture, educate, and sustain an exceptional cadre of educational leaders.	DEEL is in place and being used by teachers and administrators. Improvements and changes are an ongoing process to better the program.	<u>Objective met:</u> All five levels of the DEEL program have had participants involved in them during the 07/08 school year.
<u>Level/ Step I</u> <i>Strong teacher-leaders, who are considering a career in administration, are provided a leadership credit class including on-site training and exposure to the principalship.</i>	Enrollment in a UAA class and registration on MLP.	<u>Initiative met:</u> 10 teachers were recommended for the DEEL I program by their building principals, six elementary, two mid-level, and two high school teachers. All completed the class and a major project at their home school with the exception of one high school teacher who dropped because of family health issues.
<i>Collaborate with Executive Directors and Unit Principals to screen and select the participants in the 2007/2008 DEEL class.</i>	One to one communication with participant's unit principal prior to inviting participant into DEEL I class. The class was by invite only.	<u>Initiative partially met:</u> Executive Directors decided that unit principals had the best insight to whether a teacher would be a good administrator because of the principal's day-to-day working relationship with the teacher. Thus, Executive Directors did not have input into the DEEL I participants. All participants were invited into the DEEL I program on the recommendation of their unit principal.
Build a cohort group for those teacher leaders who are interested in administration	Cohort planning meetings.	<u>Initiative partially met:</u> The official cohort has not started. The cost of UAA EDL classes was restrictive and caused students to look at on-line programs. In June 2008 the "super tuition" at UAA was dropped and conversations between UAA and ASD began to create a cohort starting in the fall of 2009-10.
<i>Increase the number of culturally diverse candidates in the program to reflect the ethnicity percentages of the District's student population. These candidates will be reflected in the 2009 Interns.</i>	Verified by enrollment.	<u>Initiative partially met:</u> Two of the nine that completed the program were from a culturally diverse background. 22.2% is still below ASD's ethnic population. It is an increase from the previous year's class.
<i>Collaborate with the Executive Directors to determine internships for Admin Trainee program.</i>	One to one conversations with Executive Directors prior to Trainee's intern placement.	<u>Initiative met:</u> All Internships were decided after collaboration with the Exec. Directors. 20 were initially placed, one dropped because of ASD Program needs, two were made into Acting Assistant Principals to fill vacancies. Eight were hired by ASD for the 2008-2009 school year.

	<i>75% of new administrative hires will have completed the DEEL II (Internship) program.</i>	Human Resources statistics.	<u>Initiative met:</u> Of 14 new ASD administrative hires, 11 have been through the DEEL II Program. Three were from outside of ASD. 79% were part of DEEL II.
	<u>Level/ Step III</u> <i>The Principal Mentoring Program (Mentee level) will match first and second year administrators with trained experienced administrators.</i>	Registration on MLP.	<u>Initiative met:</u> 100% of first-year and second-year administrators volunteered to be a part of the DEEL III program. Mentees met at least monthly with their mentors throughout the school year.
	<i>Collaborate with the Executive Directors to determine areas that need to be addressed in the mentee program.</i>	One to one communication with Executive Directors.	<u>Initiative met:</u> Through collaboration between TPD and the Executive Directors, an "Evaluation" component will be added to the DEEL IV (Mentor Training class) in the fall of 2009.
	<i>Develop a mentee individual learning plan for mastering leadership competencies based on State principal Standards.</i> ''''	MLP Journal and Evaluation.	<u>Initiative partially met:</u> Even though the monthly journals and the end of year evaluation lists the state standards, they are options and not mandatory for each mentor to cover with their mentee. Each mentor/mentee team decided what areas the mentee needed to address.
	<i>Match 90% of first year mentees and 75% of second year mentees with trained, experienced administrators.</i>	Registration on MLP.	<u>Initiative met:</u> 100% of first-year and second-year administrators volunteered to be a part of the DEEL III program. Mentees met at least monthly with their mentors throughout the school year.
	<i>Retain 90% of (last year's) first year principals and 80% of (last year's) second year principals.</i>	Human Resources statistics.	<u>Initiative met:</u> 100% of all first-year and second-year administrators were retained by the Anchorage School District
	<u>Level/ Step IV</u> <i>The Principal Mentoring Program (Mentor level) will provide mentor training to experienced administrators. These trained mentors support new administrators during their first and second years of service.</i>	Enrollment in a UAA class and registration on MLP.	<u>Initiative met:</u> Fifteen experienced ASD administrators were recommended by their Executive Directors to become future mentors for new administrators. All enrolled and completed the DEEL IV Mentor Training Course.
	<i>Survey Executive Directors for recommendations for principals with strengths in the areas of principal standards.</i>	One to One Conversations.	<u>Initiative met:</u> With the collaboration between TPD and the Executive Directors all the mentors are now recommended for the DEEL IV (mentor class) by the Executive Directors with the state principal standards as their main tool for qualification.
	<i>Increase the pool of mentors at each division to have an adequate number for administrative mentees.</i>	Enrollment in a UAA class and registration on MLP.	<u>Initiative met:</u> Fifteen new mentors were added to the pool: nine elementary, three middle, and two high school, one charter school. With few mentors retiring or leaving ASD the

			pool currently has 23 elementary, 16 middle, 14 high school, and 4 charter school trained mentors.
	<i>Collaborate with the executive directors to select possible mentors for the DEEL VI Program.</i>	One to One Conversations.	<u>Initiative met:</u> With the collaboration of the Exec Directors with TPD, all the mentors are now recommended for the DEEL IV (mentor class) by the Executive Directors.
	<u>Level/ Step V</u> <i>The Leadership Academy serves as the cornerstone of our Administrative Program by providing opportunities for all of our leaders to develop and further refine their individual leadership skills through the Administrative Advance, courses, mandatory trainings, and conferences.</i>	Registration on MLP.	<u>Initiative met:</u> Every ASD administrator took part in two if not more of the different training offerings. <ul style="list-style-type: none"> • 14 different offerings • 361 participants • 95 credits earned • Numerous conferences: local, state, and nationwide
	<i>Collaborate with executive directors and other department heads to assist in providing professional development opportunities to administrators.</i>	Registration on MLP.	<u>Initiative met:</u> Many departments EEO, Assessment and Evaluation, High, Middle, and Elementary School Divisions, HR, Curriculum, and others have all put forth trainings that have been part of the administrators' professional development.
	<i>Collaborate with the State of AK to offer Continuing Education Credits for state licensure for administrators.</i>	Registration on MLP.	<u>Initiative met:</u> DEED has provided many conferences, summits, and trainings with credits available for administrative licensure. Examples: Reading First Summit and Winter Conference: Improving Achievement for all Students.
	ASD students receive instruction from a trained substitute teacher.	Required substitute trainings in order to receive substitute pin number.	<u>Objective met:</u> All substitutes participated in the E-Learning training module and those with no classroom experienced participated in the face-to-face Classroom Management training.
	<i>Increase the existing substitute pool by 200 teachers. Collaborate with HR to update the substitute list to accurately reflect the availability of substitute teachers.</i>	Registrations for trainings.	<u>Initiative met:</u> <ul style="list-style-type: none"> • 613 participated in the E-Learning training module. • 379 new sub teachers participated in the Classroom Management face-to-face training. • Ongoing meetings were held with the HR department to reflect the availability of substitute teachers.
	<i>Engage a focus group made up of substitute teachers, classroom teachers, and principals to assess the substitute training and make recommendations for program improvement.</i>	Meetings schedule.	<u>Initiative partially met:</u> Ongoing meetings were held with input given by all groups mentioned in the initiative.

	<i>Redesign the face-to-face training to meet the skill needs of the subs.</i>	Meetings with instructors, training design.	<u>Initiative met:</u> Trainers modified the curriculum to include information on working with students experiencing autism.
	<i>Initiate design of an ASD on-line evaluative survey tool for qualifying substitute teachers.</i>	Meetings held.	<u>Initiative partially met:</u> Information gathering and planning meeting times with trainers began in the spring.
	New educators are nurtured and supported by working with mentor teachers through a districtwide mentor program.	Recorded number of My Mentor Requests on MLP.	<u>Objective met:</u> 227 mentor/mentee matches were made in the 07/08 school year.
	<i>Differentiate training to include information regarding pre-service teachers as well as first year teachers.</i>	MLP Roster.	<u>Initiative met:</u> Trainers collaborate with Karen Roth from the UAA Pre-service program to include any information regarding the needs of pre-service interns and the requirements of the pre-service program. Pat Odin met with trainers and shared information that Mentors need to know regarding the Certification Process for new teachers.
	<i>Update training and recommendations for those Mentors whose initial training was in 2002/2003.</i>	Database recorded number of mentor contacts made.	<u>Initiative partially met:</u> <ul style="list-style-type: none"> • Mentors were contacted and their information was updated on the Mentor Database. • A venue for training was discussed and developed for the 08/09 year involving all Mentors who have not been matched in the past 5 years.
	<i>Provide materials and resources for mentors and mentees.</i>	Purchase <i>Difficult Conversations</i> as a class textbook and other books for mentor/mentee Effective Partnerships workshops.	<u>Initiative met:</u> Each new mentor was provided the book, <i>Difficult Conversations</i> . Mentors and mentees are required to attend the 3-hour workshop, Fostering Effective Partnerships. They are each given a book during the workshop. This provides them with a kick-off to share professional reading, which they continue during their partnership.
	<i>Expand the use of technology for networking mentors, novice teachers, and induction liaisons.</i>	Purchase order for technology.	<u>Initiative partially met:</u> Due to the need to purchase a server for more sophisticated group discussion and contact, e-mail remains as the usual means of contact. Server was ordered.
	<i>Redesign mentor request form to greater assist with the matching of mentors with mentees.</i>	Document design work; updated form.	<u>Initiative partially met:</u> The Mentor Request Form was updated but not significantly changed. New to TPD Induction and Mentoring staff took this first year to familiarize themselves with the content of the forms and the protocols of the Induction and Mentoring programs.
	<i>Network with partner AEIN districts in the development of a comprehensive Mentor/induction</i>	Contacts with 'Elluminate' and participation with partner Districts in the Lilly Artic	<u>Initiative met:</u> <ul style="list-style-type: none"> • 10 meetings with Induction mini-network on "Elluminate".

	<i>plan.</i>	Conference in Fairbanks Spring, 2008.	<ul style="list-style-type: none"> • Continuous work and discussion on the meaning of inducting new educators to Alaska's schools. • Year-end progress was shared at the end of the school year at a meeting hosted by UAA/AEIN in the Consortium Library at UAA.
	<u><i>Collaborate with Statewide Mentor Project through participation in workshop trainings.</i></u>	Induction/Mentor Specialists Sandi Toth and Anna Knapp attendance at training.	<u>Initiative met.</u> Sandi Toth and Anna Knapp, TPD Induction/Mentor Specialists, attended four of the Statewide Mentor Project training workshops in Fairbanks during the course of the school year.

Training and Professional Development Six-year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective learning Environment

Objective/Initiative	Measure	Progress Report/Evidence of Progress
Provide professional development for ASD employees through ASDSA (Anchorage School District Summer Academy) that align with the ASD School Board Goals.	Procedure for acceptance into ASDSA catalog requires at least one ASD Board Goal by an ASD Curriculum Coordinator.	<u>Objective met:</u> 109 credit course offerings and four non-credit trainings were posted in the ASDSA catalog and using past ASDSA procedures for acceptance to the catalog.
<i>Utilize a Needs Assessment to determine the expansion of course offerings in the academy.</i>	MLP Surveys.	<u>Initiative met:</u> Two surveys were given. One for classified staff and one for certified staff.
<i>Collaborate with TOTEM to provide offerings at ASDSA.</i>	MLP stats.	<u>Initiative partially met:</u> Many options were discussed with TOTEM officers but course costs and contract issues could not be avoided/rectified to be able to offer courses during members working contract.
<i>Annual Participation Report will determine participation numbers, credits earned, non-credit trainings taken, and other vital data to improve future academies.</i>	MLP and UAA stats.	<u>Initiative met:</u> Participants: 969 Credits earned: 1947 No Credit trainings taken: 24 Average Credits/Person: 2.0 Average classes per person: 1.5 ASD Income: \$25,311.
<i>Collaborate with State, other districts, all ASD departments to expand courses offered.</i>	MLP stats.	<u>Initiative met:</u> 133 courses were offered total, not all courses had enough participants to remain in the Academy. All ASD curricular departments offered courses along with a number from UAA/DEED that met state Licensure requirements. The State Writing consortium also offered courses.
<i>Align courses to focus on the culturally responsive and diversity goals of the district.</i>	MLP stats.	<u>Initiative met:</u> A number of courses were offered covering: Social and Emotional Learning (SEL), Immersion, multicultural education, AK Studies, AK Art, and Sheltered Instruction, plus may more.
<i>Offer courses and training for educators about internet safety for students.</i>	MLP stats.	<u>Initiative met:</u> Two offerings of "Internet Safety for Educators". Instructor was the Keynote Speaker for the Summer Academy.
<i>Provide keynotes to address topics identified by executive directors.</i>	MLP stats.	<u>Initiative met:</u> Two Keynote Speakers: Linda Criddle presented "Internet Safety for Educators". Geoff Colvin presented "Establishing a Proactive Classroom Discipline Plan".

	New to building educators are supported in a positive learning environment through a district wide site-based Induction Program.	District wide meetings and school site visits by TPD. Induction/Mentor Program staff. MLP survey.	<u>Objective met:</u> <ul style="list-style-type: none"> • 85 Schools developed an effective working plan for induction activities that spread out over the full school year. • 100% agreed or strongly agreed that the Induction Program in their school was effective and that they would continue the program next year.
	<i>Expand the Induction Plan to include new employees of other departments.</i>	Attendance at the New Employee Orientation.	<u>Initiative met:</u> New to ASD employees met at ASD Ed. Center for a half day of orientation. Orientation sessions were conducted throughout the school year including two Saturday opportunities.
	<i>Provide a half day orientation for educators new to ASD.</i>	MLP registrations.	<u>Initiative Met:</u> New Employee Orientations began in September and were held monthly throughout the school year. All new employees received a letter requesting them to register for a mandatory orientation session through MLP. 483 employees attended the half-day sessions.
	<i>Establish and support Induction Teams consisting of an administrator and one or two educators as Induction Liaisons in each school.</i>	New-to-building forms. School site visits by TPD Induction/Mentor staff.	<u>Initiative met:</u> <ul style="list-style-type: none"> • 85 sites had an Induction plan in place at the beginning of the school year. • Induction Teams turned in over 300 new-to-building forms indicating new staff.
	<i>Purchase a server to allow Induction teams to utilize blogs as a form for communication.</i>	Number of bloggers.	<u>Initiative partially met:</u> The server was purchased at the end of the school year. Discussion has begun on how to use the server next school year.
	<i>Induction/Mentoring Liaisons will expand on-site school visits in November to a cross section of schools to establish feedback on the individual building needs of the program.</i>	Number of sites visited by TPD Induction/Mentor staff.	<u>Initiative met:</u> <ul style="list-style-type: none"> • All 85 sites were visited. • Site teams were asked to place themselves on an Induction Program Standards Continuum. • During school visits induction teams discussed their goals for moving forward on the continuum and challenges of their induction program. • Site teams indicated where support was needed from TPD and made suggestions for the district-wide program for the following year.
	<i>Provide a monthly newsletter for new educators and Induction Teams.</i>	Completion of each monthly letter.	<u>Initiative met:</u> An informative newsletter was sent each month to new-to-ASD educators, Induction Liaisons, Principals and other interested staff.

<p><i>Differentiate training needs for teachers and administrators who are new to Induction and for those teams who have participated in the induction program in the past.</i></p>	<p>Roster from New-to-Induction Workshop. Rosters from March Meetings.</p>	<p><u>Initiative met:</u></p> <ul style="list-style-type: none"> • August 9th, 2008, 33 participants attended the Workshop to learn about the ASD Induction Program. • All teams met at their choice of eight March meeting sessions where the agenda included professional development regarding best practice Induction Programs.
<p><i>Provide materials quarterly to induction liaisons to include self-assessment and checklists to assist teachers in viewing their own practice incorporating cultural responsiveness , SEL strategies and brain research.</i></p>	<p>Materials compiled and in the hands of the Induction Liaison.</p>	<p><u>Initiative partially met:</u> New Induction/Mentor Specialists were gathering resources all year for their personal growth in the areas of Induction and Mentoring. Discussions held all year regarding how to disseminate the information to school teams once the server is in place.</p>
<p><i>Provide resources to schools in the form of mini-grants to develop their individual professional learning program.</i></p>	<p>Number of grants awarded.</p>	<p><u>Initiative met:</u></p> <ul style="list-style-type: none"> • 19 professional development mini-grants were awarded on February 8, 2008. • A total of 49 sub release days were used by teams for cross observation matching newer and veteran teachers, Induction Liaison planning time for second semester, and curricular discussion time matching newer and veteran teachers.
<p><i>Hold a collaborative event with UAA focusing on the adult learner and begin the redesign of the university evaluation form for courses taught.</i></p>	<p>Number of meetings.</p>	<p><u>Initiative partially met:</u> Due to the health problem for the UAA contact person, the event was changed to an AEIN/UAA collaboration.</p>
<p>Provide non-certificated support staff professional development and training that supports efficiency and successful operations in schools.</p>	<p>Professional development activity MLP rosters.</p>	<p><u>Objective met:</u></p> <ul style="list-style-type: none"> • On August 1, 2006 195 non-certificated support staff attended the Support Staff Advance. • The Advance provided an efficient way for all support staff to receive critical information, student registration updates, and mandatory training.
<p><i>Collaborate with other departments to coordinate a support staff collegial training opportunity prior to the start of school.</i></p>	<p>List of planning committee participants.</p>	<p><u>Initiative met.</u></p> <ul style="list-style-type: none"> • The planning team began meeting in January 2006. • Team planners included staff from each participating department in the Clerical Advance • Michelle Egan, Communications, Margo Bellamy, EEO, and Enid Silverstein, Curriculum, also participated.
<p><i>Develop a Needs Assessment to discover training needs.</i></p>	<p>MLP Stats.</p>	<p><u>Initiative met:</u> The needs assessment was implemented from September-December 2007. 461 classified responses and 976 certificated responses.</p>

Training and Professional Development Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report/Evidence of Progress
<p><i>A New Employee Certification Coordinator will provide support for Tier I teachers through technical workshops, Best Practices credit courses, informational performance review workshops, and one-on-one consultation.</i></p>	<p>District budget. My Learning Plan.</p>	<p><u>Initiative met:</u></p> <ul style="list-style-type: none"> • Provided four 3-hour technical workshops on Performance Review with 24 teachers participating. • Provided five sections of a one-credit class on Best Practices with a project paralleling the Performance Review requirement with 58 teachers participating. • Conducted 23 Teacher Certification Information group meetings at TPD and at building sites with 134 teachers participating. • Provided one-on-one consultations in person, by phone, and by email at an average of 10 per day. • Provided nine Praxis I prep workshops with a total of 120 participants.
<p><i>Support beginning teachers by offering Alaska Studies and Alaska Multi-Cultural credit courses.</i></p>	<p>My Learning Plan.</p>	<p><u>Initiative met:</u> Alaska Studies and Alaska Multi-Cultural credit courses were offered through cooperation with our Indian Education Department, Alaska Staff Development Network and two universities. Six Alaska Studies classes were offered with a total of 155 participants. Five Multi-Cultural classes were offered with 122 participants.</p>
<p><i>Coordinate efforts of HR and TPD to design a program to assist Tier I teachers to achieve their Professional Alaska Teacher Certificate.</i></p>	<p>Biweekly meetings.</p>	<p><u>Initiative met:</u> TPD and HR met biweekly to collaborate, coordinate, and develop support efforts for teachers with specific certification needs.</p>
<p><i>Provide support for Tier I teachers for their performance review video taping requirements for state certification.</i></p>	<p>Video Camera check out forms. My Learning Plan class rosters.</p>	<p><u>Initiative met:</u> Six video kits were available for teachers to check out and use to record their performance review tapes as per DEED requirement. The kits include a video camera, tripod, wireless microphone, instruction books, and a camera case. Besides being available to the 82 class and workshop participants, 21 other teachers utilized the video kits. TPD staff trained Best Practices class participants in proper use of the video kits.</p>
<p>Utilize MLP to electronically advertise, enroll, document, track, collect and report professional development data District-wide.</p>	<p>MLP Stats.</p>	<p><u>Initiative met:</u> MLP is currently used for the PIP, SAP, HQT reporting and documentation, AEA Professional Leave, Civic Leave, AEA (lane change and salary advance) and Totem contracts (for PSP). All trainings,</p>

			including ASDSA, are required to be listed in MLP for consideration. Personal professional development is also tracked throughout the district.
	<i>Document alignment of professional development listed on MLP to School Board goals.</i>	MLP Stats.	<u>Initiative met:</u> Current District goals are aligned with all training based on instructor submittal. District goals will be reviewed yearly to ensure MLP stays in compliance with the board goals on a yearly basis.
	<i>Post and maintain professional development training and credit course opportunities for all ASD staff.</i>	MLP Stats.	<u>Initiative met:</u> Current AEA (lane change and salary advance) and TOTEM contracts (for PSP) require all trainings to be listed in MLP for consideration. 3622 professional development-training activities and credit courses were posted in the MLP District Catalog. There were 68,869 enrollments for 2007-2008, excluding the ASDSA classes.
	<i>In-service all principals on using MLP to document mandatory trainings.</i>	MLP Stats.	<u>Initiative met:</u> Training was provided at the Admin Advance, by handout, and online.
	Initiate District design of mandatory training to online environment through MLP and procure funds to purchase necessary equipment to produce trainings.	MLP Stats.	<u>Initiative met:</u> Media Site will be the new video system and was received in October 2008 to move select trainings to an online environment and to better accommodate both in-service trainings and mandatory trainings.
	<i>Design and pilot Bloodborne Pathogen & Infectious Disease Awareness online with an accountability form.</i>	MLP Stats.	<u>Initiative partially met:</u> Online version is available in the MLP File Library, but this training will move to streaming video in the future for more effective trainings.
	<i>Pilot online training with State on Fetal Alcohol Syndrome (FAS) in two schools.</i>	MLP Stats.	<u>Initiative met:</u> One elementary and one high school piloted the State FASD Training, but this initiative is being moved to the New Employee Orientation for better responsiveness.
	<i>Refine course/instructor evaluation form.</i>	MLP.	<u>Initiative met:</u> New forms were created with more functional questions to assist with instructor review and feedback on the course.
	<i>Increase other departments' use of MLP in tracking their professional development.</i>	MLP Stats.	<u>Initiative met:</u> Current AEA (lane change and salary advance) and TOTEM contracts (for PSP) require all trainings to be listed in MLP for consideration. With this all departments must participate in using this tool more frequently to accomplish their own professional and personal goals.

	<i>Provide MLP data for decision-making.</i>	MLP.	<u>Initiative met:</u> Data is available on demand for executives and other staff. PIP, SAP, EEO evaluations, SDFS evaluations, Mandatory Training Evaluations, and many other data driven forms are used in the day to day functional relationship between the district and user created responses for the decision making process.
	<i>Work with Information Technology to have IFAS and MLP interface.</i>	MLP accounts.	<u>Initiative met:</u> We worked/coordinated with IT to complete the data exchange for a more efficient process entering and maintaining user accounts.
	<i>Maintain and audit User Accounts upon demand.</i>	MLP.	<u>Initiative met:</u> Users are entered at the same time as they are issued an account in IFAS using the automated process. Users who have been overlooked by the system entered on an as needed basis. New certificated employees and substitutes are hand entered.
	<i>Cross train TPD staff to provide support for new MLP users.</i>	MLP.	<u>Initiative met:</u> New staff at TPD has attended MLP District Admin Trainings to have the ability to provide user assistance with MLP.
	<i>Develop new forms to meet the assessment needs of other departments.</i>	MLP.	<u>Initiative met:</u> New forms were created with more functional questions for instructor review or their offerings based on the needs of the departments. PIP and SAP form was redesigned and NHQT was discontinued.
	Assist classified support staff in obtaining quality professional development through specific job skills training.	Through collaborative efforts with the ASD Accountability Department, a number of support workshops for paraprofessionals seeking NCLB status were offered and recorded.	<u>Initiative Met:</u> <ul style="list-style-type: none"> • Help Test Support classes – 70 participants • ASDSA - 14 participants • Clerical Advance held in August – 282 clerical staff attended
	<i>Provide initial training in Excel, Word, and MS Office.</i>	MLP.	<u>Initiative partially met:</u> We met with Sharon Baker, TOTEM President, and she agreed this was necessary, but funding was lacking for this project. IT provided open training for all Zangle/IFAS users on use of Window platforms. This training will be expanded on-line with the purchase of the Media Site system.

World Languages Six-Year Plan Evaluation for FY 2007-2008

Goal 1: Increase Achievement of all Students; Reduce Achievement Gap

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
<p>More students will benefit from a long extended uninterrupted sequence of second language study and transition into advanced level high school courses. Early start! Increase opportunities for ASD students to begin second language study in the elementary and middle schools and continue to the high school advanced levels III, IV, V, and AP.</p> <p><i>Establish World Languages Incentive Credit for Level II students.</i></p> <p>Number of Level II sections increases each year.</p>	<p>Program information, Middle School Program of Studies, High School Program of Studies, credit by choice options.</p> <p>Baseline data established.</p>	<p><u>Initiative met.</u> ASD School Board approved the World Languages Incentive Credit in April 2007 (Memo #266). First cohort of 9th grade students completed High School Level II (French, German, Japanese, Russian, or Spanish) course with “C” or better and was eligible for the “P” elective credit.</p> <p><u>Objective met.</u> Baseline data for number of High School Level II sections collected. Total of 74 Level II sections and 1802 Level II students.</p>
<p><i>Add Russian Immersion Grade Four.</i></p>	<p>Program information, Middle School Program of Studies, High School Program of Studies.</p>	<p><u>Initiative partially met.</u> According to plan, we have expanded the elementary Russian immersion program to Grade 4, in an eventual K-12 sequence.</p>
<p><i>Pilot AP Japanese</i></p>	<p>College Board Official AP Exams</p>	<p><u>Initiative met.</u> Students from Dimond High School participated for the second year in the AP Japanese Pilot.</p>
<p>More students enroll in advanced World Languages courses each year.</p> <p>Baseline data of students who advance to Levels III, IV, V, and AP.</p> <p><i>By high school attendance area, for each language offered, create 7-12 language-specific extended sequences, e.g. German 1A,1B,II,III,IV, and AP</i></p>	<p>Student enrollment data.</p> <p>Student enrollment data.</p>	<p><u>Objective met.</u> Baseline data in place.</p> <p><u>Objective met.</u> Baseline data of students who advance to Levels III, IV, V, and AP collected. Total of 3556 students.</p>

	<p>Baseline data of # of 7-12 language-specific sequences by high school attendance area.</p>	<p>Program information.</p>	<p><u>Objective met.</u> Baseline established. Romig-West exemplifies complete 7-12 sequence for French, German, Russian and Spanish.</p>
	<p>Course curriculum guides incorporate culture content standards and progress indicators.</p> <p><i>Program teachers are active participants in process to design curriculum that integrates culturally responsive practices.</i></p>	<p>Curriculum guides.</p>	<p><u>Objective partially met.</u> This process is ongoing and expanded to include more courses in FY 2008-2009.</p> <p><u>Initiative partially met.</u> Curriculum guides (backwards design model) were developed for 8th grade Japanese social studies/language arts and 9th grade Spanish immersion course. These guides integrated culturally responsive practices. Culturally responsive practices were also integrated into the training materials for the International Travel Training for all ASD teachers planning to lead student trips.</p>
	<p>K-12 articulated oral and written proficiency performance standards and assessment are established and aligned across the World Languages Curriculum.</p> <p><i>Establish computerized assessment for student oral and written second language proficiency.</i></p>	<p>Curriculum documents.</p> <p>Computerized recordings of students' oral language assessment for French, German, Japanese and Spanish.</p>	<p><u>Objective partially met.</u> The pilot phase of this process has been completed.</p> <p><u>Initiative partially met.</u> Computerized oral language assessment tool was piloted by 5 teachers of Level III French, German, Japanese Russian, and Spanish. Written assessment will be in second phase of pilot.</p>

World Languages Six-Year Plan Evaluation for FY 2007-2008

Goal 2: Supportive and Effective Learning Environment

Objective/ <i>Initiative</i>	Measure	Progress Report /Evidence of Progress
<p>World Languages Program Teacher Observation Matrix is in place district-wide, all languages, all levels, to ensure best practices for second language instruction.</p> <p><i>Provide training for Best Practices Observation Matrix: Cooperative learning training for second language instruction.</i></p>	<p>Matrix in place and in use.</p> <p>Teacher Observation Matrix and program information.</p>	<p><u>Objective and initiative partially met.</u></p> <p>K-12 teachers of French, German, Japanese, Russian, and Spanish were participants in a weekend workshop and follow-up university credit course to incorporate Kagan Cooperative Learning Structures into their Second Language Classrooms. Fall inservice day training engaged teachers in second language instructional strategies that equate to best practices for proficiency-based classrooms.</p> <p>We are preparing to incorporate the World Languages teacher observation Matrix into the next curriculum review, scheduled for FY 2010-2011.</p>

World Languages Six-Year Plan Evaluation for FY 2007-2008

Goal 3: Public Accountability

Objective/Initiative	Measure	Progress Report /Evidence of Progress
<p>ASD World Languages and post-secondary institutions increase the pool of highly qualified and licensed second language teachers.</p> <p><i>Maintain existing and increase partnerships with post-secondary institutions to fill the critical need for certificated advanced level second language teachers.</i></p> <p>Add new cadre of UAA MAT secondary World Languages teachers to ASD Program.</p> <p><i>Design MAT elementary immersion teacher program.</i></p>	<p>List of eligible teachers.</p> <p>University of Alaska Languages/ASD World Languages Partnership.</p> <p>Numbers of participating UAA Alternative MAT Program teacher candidates.</p> <p>Program information</p>	<p><u>Objective met.</u> The pool of highly qualified and licensed teachers is increased.</p> <p><u>Initiative met.</u> Partnership continues with UAA to set up methods course and additional support pre-service teachers holding BA degrees and pursuing teacher certification for languages.</p> <p><u>Objective met.</u> Second cadre of secondary teachers in two year UAA Alternative Certification MAT Program: 1 French, 1 Spanish, and 2 Japanese teachers in ASD World Languages Program.</p> <p><u>Initiative not met.</u> UAA not ready at this time to begin elementary alternative certification program.</p>
<p>Establish and maintain opportunities for students to use the target language both with and beyond the school setting.</p> <p><i>Expand linkages with community in language and culture learning.</i></p> <p><i>Disseminate model of Japanese Adopt-A-Student Program to other immersion high schools.</i></p> <p>Addition of business partnerships every year with local community/businesses that support language and culture learning opportunities.</p>	<p>Multitude of opportunities.</p> <p>Language specific programs that develop school-community partnerships and involve students with native speakers/authentic experiences.</p> <p>Program information</p> <p>Business partnerships with World Languages Program</p>	<p><u>Objective met.</u></p> <p><u>Initiative met.</u> New exchange was established between Romig Spanish immersion students and school in Puerto Rico. Students, teacher and principal traveled to Puerto Rico and students reported to school board upon their return</p> <p><u>Initiative partially met.</u> Information was shared with Spanish programs at Chugiak and West. New-to-program teachers will consider implementation of similar model in 08-09 school year.</p> <p><u>Objective met.</u> World Languages Program formed business partnership with AFLA (Alaskans for Language Acquisition), the statewide professional association of teachers of world languages.</p>

	<i>Maintain national and global professional networks and sources for research in language acquisition.</i>	Presentations and research projects	<u>Initiative met.</u> Curriculum coordinator and teacher experts presented at national foreign language conference. Japanese researcher, Hiroko Kataoka included ASD Japanese program in national research project for Japanese oral language assessment.
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