

**Educational Plan  
1998-99 School Year**

**AS Sec. 14.03.120 (a) (c)**

District: Anchorage School District

Date: October 31, 1998

Signature: \_\_\_\_\_  
Superintendent of Schools

Telephone: (907) 269-2111

**Data Element**

**District Check**

**DOE Check**

1998-99 Goals

  X  

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Plans for Achieving 1998-99 Goals

  X  

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Measurement Tools for Achieving

1998-99 Goals

  X  

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1998-99 Educational Plan Participant Report

  X  

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Completed Education Plan Form

  X  

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You are encouraged to submit a computer data disk containing information for the Educational Plan.

**Submit completed report by October 31, 1998 to:**

Alaska Department of Education  
Teacher & Learning Services  
801 W. 10th Street, Suite 200  
Juneau, AK 99801-1894

## **1998-99 Education Plan**

Anchorage School District  
Mission and Goals

### **MISSION STATEMENT**

The mission of the Anchorage School District is to educate students for success in life.

### **1998-99 GOALS**

- Increase **academic excellence** by emphasizing student achievement, developing respect for diversity, maintaining quality staff recruitment and training, and maximizing opportunities for lifelong learning.
- Establish a **supportive learning environment** by providing safe and caring schools which are barrier-free, by promoting health and wellness, and by collaborating with other community agencies where appropriate.
- Ensure **public accountability** by continuing standardized testing and other performance assessment, through the wise use of financial resources, through construction and maintenance of school facilities, and through effective communication to internal and external audiences.

We, the Anchorage School Board, Superintendent and District staff commit that:

- all students will acquire basic reading skills and strategies to read independently by the end of the third grade;
- all students will show measurable success and increased achievement at each successive grade level in math, reading and writing conventions including spelling;
- student performance standards will be adopted in the areas of reading, mathematics and Language Arts.

We, the Anchorage School Board, Superintendent and District staff will focus on:

- preparing students to pass the State required high school graduation examination.
- increase student achievement in spelling by three percentile points as measured by the national standardized test at each grade level while maintaining or improving in other areas;

- increasing parental and community awareness of the critical role families play in the academic success of students;
- creating positive community relations and understanding of issues critical to the Anchorage School District by establishing coalitions with parents, business leaders and political leaders at all levels.

**Plan for Achieving Goal (These are illustrative, not exhaustive):**

1. Identify and work with under achieving schools. School specific information on performance and student population is contained in the District's Profile of Performance to help school staffs identify potential problem areas in need of improvement and to understand their particular situations. Continue the support and implementation of the under achieving school program.
2. Continue implementation of the primary reading program, including six teacher experts working with elementary school teachers and trainers from outside in reading strategies. Identify and work with "struggling, reluctant" readers in the primary grades. Develop a Continuum or recording progress and finalize the "Independent Reader Test."
3. Continue work on a training program for district teachers related to the teaching of spelling and the development of writing skills in all students.
4. Disseminate the "Curriculum Overview" for grades K - 6. Develop local performance standards in reading, language arts, and mathematics.
5. Continue implementation of new graduation requirements (class of 2000). Provide appropriate training to staff as part of the implementation.
6. Provide information to staff, parents and students on the High School Qualifying Examination and the Benchmark Testing (grades 3, 6 and 8) that will be coming on line next year.
7. Provide opportunities for program coordination of federally funded programs at the school level to the extent possible given the recently enacted Improving America's Schools Act (IASA) reauthorization.
8. Test students in spring of each year with norm-referenced tests to maintain a track record of performance. Work with the State on developing and field-testing the Qualifying Examination and Benchmark Tests.

9. Implement the School-to-Work program across the high schools in the district and develop a close working relationship with the School-Business Partnership Program. Continue the CASTLES School-to-Work Program at three elementary schools and one middle school.
10. Continue the use of school-based planning through the "School Report Card" process including each school community setting 3 to 5 annual goals, including at least 2 devoted to academic pursuits.
11. Continue the "The Partnership 2000" model of Joyce Epstein stressing parental involvement in Anchorage Secondary schools.
12. Work with the community to implement The Search Institute's "Asset Building" framework across the Municipality.
13. Continue the utilization and expansion of the School-Business Partnership Program with the Chamber of Commerce.
14. Continue the use of the Quality Education Review Teams to review district programs and practices.
15. Institute a "Business Panel" as a advisory group to the Superintendent.
16. Continue the gathering of information from parents and students as input into the certificated staff evaluation process.
17. Reduce class size at the first and third grade levels and in the "core" areas in grade nine and ten.
18. Develop and implement computer labs and learning centers in the high schools.

**Means of Measuring Achievement:**

- a. "Underachieving Schools Report" detailing results of the Underachieving School Program.
- b. Identification of the number and percent of 3rd graders able to read independently.
- c. Scores on the Spelling subtest of the California Achievement Test.
- d. The existence and publication of local performance standards.

- e. Observations of instruction which documents the implementation of the new programs.
- f. School-wide plans in the Title I schools which coordinate all programs into a coherent whole.
- g. The district's annual "Profile of Performance" report.
- h. Annual reports on school-to-work implementation.
- i. Individual "School Report Cards."
- j. Building level reports on parental/community involvement.
- k. Community ASSETS report on implementation and results.
- l. Count of active, viable school-business partnerships.
- m. Existence of forms used in gathering information from parents and students relative to staff evaluation.
- n. Class size reports.
- o. The existence of computer labs in the high schools.

## **1997-98 Education Plan Participation Report**

The Anchorage School District 1998-99 Plan is a continuation and modification of the plan developed over the past several years. Recently (September 1998) the School Board held a public hearing at a regularly scheduled Board Meeting to review Board Goals and specific goals for 1998-99. This was a public meeting during which goals and direction for the District were discussed. These culminated in Board action adopting School Board Goals presented above.

Major discussions related to goals for 1998-99 also took place during the Budget Process in Spring 1998. These meetings were well advertised and well attended. Decisions at those meetings lead to the allocation of funds for the final phases of the Middle School Expansion, to assist Underachieving Schools, and to continue to target Reading across the district.

In June 1998, the School Board held public hearings and took action on the allocation of the additional revenues Anchorage received as a result of the passage of the amended Senate Bill 36. The monies were targeted primarily toward class size reductions and computer technology, areas which are consistently identified by community surveys and public testimony as areas of high need.

The Board and Administration seek public input regarding goals and directions regularly. All School Board Meetings are public meetings, open to observation by all. Regular Board Meetings are televised on Cable and include an opportunity on every agenda for the citizens to address the Board on any issue, including both items which are and which are not slated for action during the meeting.

Efforts to increase the participation of the general public in the future practices of the District were referenced in the discussion regarding the Quality Education Review Process. This process has involved some 80 citizens who would not previously have been involved with the District in taking a detailed look of the District's operations in different areas. Over a three year cycle, the Districts entire set of functions and practices will be reviewed.

January 1998 saw the first efforts to collect information from parents and students regarding teachers' and principals' performances. This input process will be improved and continued in 1998-99.

Several District level advisory groups function to provide the Board and Administration with advice from the community regarding curriculum issues, special education concerns, federal program implementation, boundaries, etc. Some of these are standing committees and some are ad hoc, formed for a specific purpose and disbanded when the specific task has been accomplished. The Municipal School

Budget Advisory Commission also acts as a public conduit to provide advice to the Board on many specific issues.

The District has modified the State's School Report Card Process to require the establishment of school level goals on an annual basis. Each principal is required to annually, and collaboratively with staff and the parent/community at a given school, established from three to five goals, at least two of which directly improve the academic program. Performance relative to the goals must be reported as part of the Schools Report Card to the Public in the spring of each year.

Overall, the District uses public forums, standing committees, ad hoc committees, surveys, focus groups, and even casual conversations to gather input from the community regarding goals, budgetary matters, and most other policy type decisions. These activities are expected to continue in the future.

All of the components of the Quality Schools Initiative are being addressed through the plan described above.