

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

PROJECT ABSTRACT,
TITLE I PART A (BASIC AND NEGLECTED PROGRAM)
TITLE I PART D (PROGRAMS FOR DELINQUENT CHILDREN)

The 2000-2001 Title I Program will provide supplemental educational services to 16 elementary schools and one middle school.

Title I sites are selected annually based on the percentage of low income students in the school. Federal regulations require that school districts rank order schools according to low income and select schools with the highest percentage of low income students. Each school/community, with the assistance of the Title I program staff, looks at the academic needs of its students, which may include test scores, grades, and dropout rates, in determining types of program services needed. All of the current Title I schools continue to be eligible. The combined populations of Kennedy and Ursa Major Schools give Ursa Major School continued eligibility. Benny Benson's SEARCH Middle School qualifies as new Title I school for next year.

Title I schools selected for 2000-2001 are:

<u>Schoolwide Programs</u>		<u>Targeted Assistance Schools</u>
Clark Middle School	Ptarmigan	Creekside Park
Fairview	Russian Jack	Denali Neighborhood
Government Hill	William Tyson	Ursa Major
Mt. View	Williwaw	Ursa Minor
Muldoon	Willow Crest	SEARCH
North Star	Wonder Park	

PROFESSIONAL DEVELOPMENT

A feature of all school plans is a strong professional development component focusing on effective teaching strategies, particularly with regard to strategies that are effective with underachieving students, and collaboration among classroom teachers and the specialists affiliated with various programs serving students in the schools. Support specialists in the areas of Reading/Language Arts and Mathematics will provide additional support to principals, building level specialists, and classroom teachers in planning and carrying out these professional development activities. Title I staff work closely with the ASD training and professional development department as well as with those implementing Title II and other grant funded activities to ensure that Title I resources supplement activities benefiting all schools in the district.

ELEMENTARY:

The elementary Title I program will serve students in the following sites: **Creekside Park, Denali (Neighborhood), Fairview, Government Hill, Mountain View, Muldoon, North Star, Ptarmigan, Russian Jack, Ursa Major, Ursa Minor, William Tyson, Williwaw, Willow Crest and Wonder Park.** Elementary instructional services will include integrated Reading/Language Arts, Math/Problem solving programs, teacher support and staff development services.

Eleven of these schools are operating **schoolwide** sites that provide services to all students: Fairview, Government Hill, Mountain View, Muldoon, Williwaw, North Star, Ptarmigan, Russian Jack, William Tyson, Willow Crest, and Wonder Park. Creekside Park, Ursa Major, and Ursa Minor intend to engage in planning for schoolwide programs during the 2000-2001 school year.

Each **schoolwide** site has a program designed to meet the academic needs of its students. **Fairview** continues their reduced class size project, along with collaborations among classroom teachers and other program staff. Fairview's Family Resources Center is part of their new, fully networked school. **Government Hill** has coordinated resources from Title I, Title VII Comprehensive Bilingual Program, Special Education, Bilingual Education, Indian Education, and Migrant Education programs to provide services to their students in order to create a comprehensive schoolwide program. **Mountain View** has lowered PTR for Language Arts and Math classes in grades 1-6 through collaborating teachers, reduced class sizes in kindergarten and first grades and has a staffed family resources center. **Muldoon** uses Title I funds to reduce class size by creating additional classroom positions while continuing the high level of collaboration and professional development among classroom teachers, special education and other program staff. A cadre of parent workers provides additional in school support for children; training for parent workers also better equips them to assist their own children outside of the school day/year. **Williwaw** reduces class size for first grade classes and provides lowered PTR for Language Arts and Math instruction in other grade levels along with a high level of communication among staff and community.

North Star and Ptarmigan also lower class size during Language Arts and Math instruction, while **Russian Jack** will lower class size for Reading/Language Arts instruction. All include dedicated time for collaboration and professional development among classroom teachers and specialists and have designed extended family involvement plans. North Star's networked, in-classroom computer support program is a major component of their schoolwide plan. Russian Jack has a fully networked system and has also designed a technology support component to help teachers use the available technology most productively to help students meet state and local standards. Ptarmigan

includes an after school tutoring/homework assistance component offered by staff and Alaska Pacific University students.

William Tyson School is currently involved in a schoolwide comprehensive re-structuring project utilizing Johns Hopkins research-based Reading program "Success For All." This plan provides a comprehensive reading program of academic excellence within a high-needs population. The restructured reading program is built on the principle that major learning problems will be prevented by providing all students with effective research-based instruction in the classroom; by engaging parents as partners to support school success; and by providing immediate and intensive intervention whenever learning difficulties do appear. They also continue to reduce PTR during other Language Arts and Math instruction as well as fully utilize schoolwide computer instruction in the classroom. **Wonder Park** reduces class size in grades 1, 2 and 3, reduces PTR for Language Arts and Math in the other grade levels, and provides time for collaboration and professional development among specialists and classroom teachers. They, too, have a strong technology component.

The targeted assistance schools have each established an instructional support focus based on their students' needs, district and school assessment information, and input from staff and parents. In-class services are a feature of all of the targeted assistance programs, as are professional development, parent involvement, and parent/family support. **Denali School's Neighborhood** program will identify students and provide in-class supplemental instruction in Language Arts/Reading and Math. **Creekside Park, Ursa Major, and Ursa Minor Schools** will identify students and provide in-class supplemental instruction in Language Arts/Reading.

MIDDLE SCHOOL EDUCATION:

Clark Middle School will continue its schoolwide project in the coming year with a focus on decreasing absenteeism, and increasing literacy and academic achievement. These will be supported by one Title I funded teacher who also brings a strong background in instructional strategies, assessment, and staff development. Tutors funded through Title I will work closely with teachers on each team to provide individual and small group support to students failing or at risk of failure. Family-School services coordination are provided at Clark with an emphasis on targeting attendance and truancy issues with students and their families, networking of services to families, parent/family involvement, and enrichment opportunities for students.

SEARCH, the Middle School at Benny Benson Secondary School, is planning Title I services to support students in the areas of language arts, social studies, math, and science through an integrated computer resource lab, after school

study hall with tutorial assistance, and a resource class for specifically identified support.

PARENT INVOLVEMENT/FAMILY SUPPORT

Parent involvement in the planning and evaluation of the Title I program is required by the federal government. Each school has a parent advisory council or parent participation on a site review team. Parent representatives from each school are members of the Central Parent Advisory Council which meets at least five times a year. The parents in each school have participated in evaluating the Title I program in their school and have made suggestions for the improvement of the program. The staff and principal of each school have also participated in the planning and evaluation process. The Title I application has the full support of the schools, the staff and parents.

Most of the Title I schools have chosen to maintain a parent/family support position, either a Family School Services Coordinator or Parent Volunteer Services Coordinator, to support parent involvement and to assist families in identifying and obtaining any community based support that might be needed in order to assist their children's continued attendance in and success in school. Schools that do not have this type of full or half time position have articulated other strategies for supporting parent involvement and support.. Parent workers are recruited and provided training to provide additional support to students in several Title I schools.

CHILD IN TRANSITION/HOMELESS PROJECT:

The Child In Transition/Homeless Project, a component of the district's Title I program, provided academic and related support to 1500 homeless children and youth last year and have already served over 1080 children and youth this year. Staff provide pre-school classes for children ages 2-5 from three shelters, AWAIC, Clare House and McKinnell Family Shelter. In addition, pre-school training and support services are available for other shelters and for families who are moving on to more stable housing situations.

Teaching and tutoring services, enrollment assistance, and follow-up services are provided to elementary and high school students who are residents in many shelters. Tutors begin working with children in the shelters and follow them as they move into or between schools. Two Homeless Education teachers, one chiefly responsible for preschool through elementary levels and the other for middle school and high school levels, supervise and work alongside the tutors and maintain a high level of communication with the schools the participating children attend. This will be a greater focus next year to ensure that receiving schools have adequate information about new students in order to ensure that these students are successful.

A Homeless Education Specialist works with families and the school system to provide and coordinate non-academic support services (i.e.: transportation) to families in transition and works closely with social service and other agencies that secure housing and other basic needs for students who are on their own. A counselor receives referrals from CIT teachers and homeless education specialist, sees students individually, facilitates weekly staffings of children and families, and acts as liaison to other school counselors. AVAIL, a secondary program mainly serving homeless youth, receives some supplemental support through this grant.

SUMMER PROGRAMS:

In addition to the school based programs, Title I operates a summer academic support/enrichment program in the summers. For the summer 2000, we will host two summer schools, each for four weeks and each accompanied by a teacher professional development institute for the teachers and tutors who are recruited from Title I schools. This year's emphases are literacy (North Star School) and English Language Learners (Muldoon School). Both locations collaborate with the Special Education Extended School program. All referred students from Title I will be invited to attend the summer program along with students referred by the other participating programs. Transportation is provided to students from Title I schools and homeless shelters attending the summer program. Breakfast and lunch are also provided.

Transportation and other needed support will be provided to Clark Middle School students who attend the ASD Middle School Summer School program. The type of support provided will be determined through consultation with Clark staff and the Middle School Summer Program administrator.

We will assess needs for the summer of 2001 and plan accordingly. Given the number of elementary schools and students served through Title I and the identified need for summer learning opportunities, we will continue to attempt to offer programs in two locations.

TITLE I NEGLECTED AND DELINQUENT:

The Title I, Neglected or Delinquent Project within the Anchorage School District, Special Schools Program is designed to remediate deficits of residential youth in the areas of academic, social and vocational skills. Areas of specific emphasis include computer literacy, Reading, and writing; as well as study, independent living, and life-long survival skills. The target population includes students in residence at Alaska Children's Services' Jesse Lee and Maplewood Group Homes, Volunteers of America of Alaska's Alaska Residential Center for Help (ARCH), Salvation Army Booth Memorial Home, and the Alaska Baptist Group Home.

The instructional needs of students in residence at Jesse Lee, Maplewood, Booth, and ARCH will be met by utilizing existing school staff and hiring teacher assistants through Title I. Title I funding will be allocated to provide supplementary materials and equipment to enhance student acquisition of academic, social, vocational, and independent living skills. The teacher assistants will be hired to provide one-on-one and small group instructional support. Students residing at the Alaska Baptist Group Home will be tutored throughout the school year to improve student attendance, grades, and self-esteem.

All of these residential students require intervention strategies which allow for hands-on cooperative learning experiences with an opportunity for one-on-one tutoring. Supplementary instructional interventions and materials used within the classroom settings will focus on an interactive, interdisciplinary curriculum designed to help students make immediate connections between learning in the classroom and practical daily applications. Life skills programs, interactive technology, and computer-assisted instruction will be used to supplement the core curriculum.

In addition to programming within the regular school year, Booth, Jesse Lee, and ARCH students will be provided on-site summer school programs. Students enrolled in summer school will be able to earn credits toward graduation or academic hours toward grade promotion. Additionally, youth at Alaska Baptist Home who are suspended from school or are unable to attend school for safety reasons will be provided with a structured, home schooling program until such time as they are able to return to the school in which they are enrolled.

TITLE I PART D, STATE OPERATED PROGRAMS FOR DELINQUENT CHILDREN

Title I Part D (State Operated Programs for Delinquent Youth) provides funding for supplemental Reading and Math instruction at McLaughlin High School. Under state guidelines, the proposal for the McLaughlin Title I Program, previously directly funded through the Department of Education, is now included with the Part A and Part C applications. In addition to supplemental instruction, Title I and other McLaughlin staff are working with students and their families to facilitate successful transitions to school and/or work as students re-enter the community. McLaughlin is nearing completion of a schoolwide planning process and anticipates having a completed schoolwide plan ready for local review before the end of this school year. If that plan is completed and approved, we will send an amendment to this portion of the application.