

**ELEMENTARY EDUCATION
SIX-YEAR INSTRUCTIONAL PLAN
June 9, 2008**

ABSTRACT

The elementary years provide the academic, social and physical building blocks for success in life for all children in the Anchorage School District. The elementary education six-year plan capitalizes on ensuring that all students learn to read with proficiency and comprehension by the end of the third grade. This sets the stage for success in all academic areas and in life.

In addition, the elementary six-year plan promises increasing numbers of students attaining proficiency in reading with comprehension, writing with skill and problem-solving with accuracy each year. This will occur in a variety of ways that include staff development in the areas of reading, writing and math as well as the content areas of science, health, social studies, physical education and the arts. Collaboration at the district, building, classroom, parent and community levels with Special Education, Bilingual and Indian Education as well as Title I will ensure that we are addressing the learning needs of our diverse population. Regular analysis of assessment information by principals, teachers and support staff will provide sound direction in making instructional and curricular decisions.

Finally, our six-year plan will ensure that elementary schools are providing a safe and caring school environment for each and every student through the implementation of positive school-wide discipline plans developed by each school site.

Elementary Education Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
Goal 1: <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap ▪ 					
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.	↑ 2.5% achievement, all student groups	↑ 2.5% achievement, all student groups	↑ 2.5% achievement, all student groups	↑ 2.5% achievement, all student groups	↑ 2.5% achievement, all 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.	↑ 2.5% achievement, all student groups	↑ 2.5% achievement, all student groups	↑ 2.5% achievement, all student groups	↑ 2.5% achievement, all student groups	↑ 2.5% achievement, all student groups
Implementation of a core reading curriculum in 44 elementary schools.	Add 7 schools to core reading adoption. <i>Provide training in use of the curriculum and assessments.</i>	Add final schools to core reading adoption. <i>Provide training in use of the curriculum and assessments.</i>	<u>On-going implementation of core reading program with fidelity, use of aligned assessments and on-going analysis of assessment information in elementary schools.</u>	→	→
All new to district and new to grade level teachers trained in use of the core curriculum and assessments.	→	→	→	→	→
	<i>Implement interventions (additional instruction) with students identified as below or not proficient in reading based on district assessments.</i>	<u>Implement and share successful interventions, based on results, for students who are “strategic” or below proficient in reading.</u>	<i>Implement and share successful interventions, based on results, for students who are “strategic” or below proficient in reading.</i>	→	→
	<i>Collaborate with Special Education and other support departments to deliver an</i>	→	→	→	→

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	<p><i>effective reading program with students with identified special needs and/or students who qualify for special programs.</i></p>				
<p><i>Continue to offer staff development in sheltered instruction and culturally responsive practices to elementary staff members.</i></p>	<p>—————→</p>	<p>—————→</p>	<p>—————→</p>	<p>—————→</p>	<p>—————→</p>
<p><i>Work with the curriculum and assessment departments to complete a program review of mathematics instruction.</i></p>		<p><i>Implement math core curriculum with fidelity in all elementary schools.</i></p>			
<p>Goal 2: Supportive and Effective Learning Environment</p>					
<p>Each year a great proportion of students district-wide who take the annual school report card survey will report that they feel safe at school.</p> <p><i>Complete positive school-wide discipline training with all elementary school teams.</i></p> <p><i>Implement Creating Successful Futures II, comprising of a Social-Emotional Learning Intensive at selected elementary schools and the kindergarten CSF program at College Gate Elementary. (These</i></p>	<p><u>↑ overall increase</u></p> <p><i>Implement positive school-wide discipline in every elementary school.</i></p> <p><i>Integrate positive school-wide discipline into each classroom's instructional model.</i></p> <p><i>Continue implementation of CSF and CSF II to address the needs of students at risk of school failure (Tier II).</i></p>	<p><u>↑ overall increase</u></p> <p><i>Implement positive school-wide discipline in every elementary school.</i></p> <p><i>Integrate positive school-wide discipline into each classroom's instructional model.</i></p> <p>—————→</p>	<p><u>↑ overall increase</u></p> <p>—————→</p> <p>—————→</p>	<p><u>↑ overall increase</u></p> <p>—————→</p> <p>—————→</p>	<p><u>↑ overall increase</u></p> <p>—————→</p> <p>—————→</p>

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<p>interventions are aimed at the “at-risk” group of students in need of additional intervention in order to find success in school.)</p> <p><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></p>	<p style="text-align: center;">—————→</p> <p><i>Train elementary crisis teams (Search and Rescue, Medical, Communications, etc) in all elementary schools.</i></p>	<p style="text-align: center;">—————→</p> <p><i><u>Principals and staff review/evaluation of school crisis plan, safety drills and procedures.</u></i></p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>
<p>Goal 3: Public Accountability</p>					
	<p><i>Create training modules and provide staff development in every elementary school about standards-based grading and grading practices.</i></p>	<p><i>Pilot standards-based assessment and reporting system.</i></p>	<p><i><u>Continue staff development in SBAR and expand SBAR pilot in elementary schools.</u></i></p>	<p><i><u>Implement standards-based report cards in all elementary schools.</u></i></p>	
<p><i>Provide activities/training for parents of students involved in elementary summer school to assist them to help their children with math activities at home.</i></p>	<p><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></p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>
	<p><i>Revise the district home-school support guides to reflect the state and district grade level expectations. Disseminate at 3rd quarter conferences.</i></p>	<p><i>Revise the district home-school support guides to reflect the state and district grade level expectations. Disseminate the home-school support guides to parents and families.</i></p>	<p><i>Disseminate the home-school support guides to parents and families.</i></p>		

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	<p><i>Provide information to parents about each school's emergency crisis plan and their role in the event of an emergency.</i></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>
		<p><u>Elementary principals share information about effective culturally responsive practices with each other and with school staff/parents.</u></p>	<p>—————></p>	<p>—————></p>	<p>—————></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><i>Advertise state-wide and nationally for highly qualified administrative candidates.</i></p> <p><i>Develop more effective strategies to train and maintain highly qualified administrative candidates within the ASD.</i></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>