

**HIGH SCHOOL EDUCATION
SIX-YEAR INSTRUCTIONAL PLAN
June 9, 2008**

ABSTRACT

The High School division has identified three major areas of emphasis in the ASD Six-year plan. Increasing achievement for every student, enhancing the learning environment and providing accountability to the public will be stressed in each high school initiative. Increased opportunities for students who need remediation will be expanded. Additional work force development courses and programs will be offered for all students. Providing a safer, more businesslike learning environment will characterize the high schools in the coming years.

June 9, 2008

High School 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 					
Each year, an increasing proportion of the overall high school population will pass the HSGQE.	<i>Every high school charts annual progress and revises the site-specific HSGQE initiatives.</i>	→	→	→	→
Increase the percentage of seniors that have passed the HSGQE. <i>Prescriptive interventions:</i> <i>Math, Reading, and Writing prescriptive remediation efforts to include online remediation. (Plato, Fast ForWord, Read 180, Achieve 3000, etc.)</i> <i>Math, Reading, and Writing Summer intensives and Literacy Boot Camp.</i> <i>Every high school has and uses comprehensive site-specific remediation initiatives.</i>	<i>Review and evaluate the effectiveness of current computer based programs for remediation.</i> <u><i>Pilot My Access writing program.</i></u> <i>Implement new Smaller Learning Communities and targeted academic interventions.</i> <i>Provide after-school and summer opportunities for Literacy Boot Camp.</i> <i>Review and evaluate the effectiveness of current site-specific remediation initiatives.</i>	<u><i>Plato phased out and replaced with Apex and Carnegie Math.</i></u> <u><i>Expand My Access writing program pilot based on successful evaluation.</i></u> → → →	→ → → → →	→ → → → →	→ → → → →

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<i>Professional development for counselors, administrators, and teachers on how to interpret and use student assessment data.</i>	→	→	→	→	→
<p>Reduce the dropout rate by 5 percent in each AYP-designated group in a year-to-year comparison in each high school.</p> <p><i>Every high school has and uses comprehensive site-specific dropout prevention initiatives.</i></p> <p><i>Every high school charts annual progress and revises the site-specific dropout prevention initiatives.</i></p> <p><i>Every high school develops and uses site-specific student follow-up strategies to insure accurate accounting of each student who has not been in attendance for more than 10 school days.</i></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>→</p> <p><i>Review high school graduation requirements to evaluate for rigor and high student interest level.</i></p> <p><i>Graduation coaches, online coursework, referrals to alternative programs.</i></p> <p><i>Review and evaluate the effectiveness of current site-specific dropout prevention initiatives.</i></p> <p>→</p> <p><u><i>Transition counselor in place at AVAIL/Continuation schools.</i></u></p>	<p><i>Implement high interest courses and programs aligned to high school graduation requirements.</i></p> <p>→</p> <p><i>Implement new Smaller Learning Communities programs and targeted academic interventions.</i></p> <p>→</p> <p><u><i>Graduation coaches assigned to each comprehensive high school using data to identify, monitor, and support students at risk of not graduating.</i></u></p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>
Increase student completion of Advanced Placement courses by 5%.					

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<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>	<i>Review high school graduation requirements to evaluate for rigor and high student interest level.</i>	<i>Implement high interest courses and programs aligned to high school graduation requirements.</i>	—————>	—————>	—————>
Workplace skills integrated into regular high school courses.	—————> <i><u>Pilot WorkKeys/WIN program in preparation for DEED mandate.</u></i>	—————> <i><u>Expand WorkKeys/WIN pilot in preparation for DEED mandate. Begin work on curriculum alignment with WIN.</u></i>	—————> <i><u>Implement WorkKeys mandate and expand use of WIN as curriculum supplement.</u></i>	—————>	—————>
Increase the number of hands-on courses offered at KCC and the comprehensive high schools.	<i>Increase 3rd session offerings of vocational programs.</i>	<i>Increase after-school offerings of vocational programs at comprehensive high schools.</i>	<i>Increase after-school offerings of vocational programs at alternative high schools and programs.</i>	—————>	
Goal 2: Supportive and Effective Learning Environment					
Collaborate with other community agencies to maximize opportunities for lifelong learning. <i>Continue to participate as a full partner with the Anchorage Construction Academy.</i>	<i>Increase by 5% the number of articulated agreements that allow students to earn high school and college credit simultaneously.</i>	<i>Partner with community organizations and agencies in implementing Credit by Choice opportunities for students. Increase by 5%.</i>	—————>	—————>	—————>
		<u>Embed Social and Emotional Learning and Culturally Responsive Strategies.</u>	—————>	—————>	—————>

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		<i>All School Action Plans contain a measurable culturally responsive goal.</i>	—————>	—————>	—————>
Goal 3: Public Accountability					
Non-Student crimes on campus decrease each year by 1%.	<i>Every high school has a police/safety security plan of action.</i>	—————>	—————>	—————>	—————>
Fights and drug/alcohol incidents on campus decrease each year by 1%.	<i>Smaller Learning Communities and targeted academic interventions.</i>	—————>	—————>	—————>	—————>
Develop and utilize more effective means to communicate student performance with parents and guardians. <i>Develop strategies for parent friendly access to student performance.</i>	—————>	<i>Work with other Departments in the Instructional Division to develop standards-based reporting mechanism for high school, in addition to the traditional grade card.</i>	<i>Re-format report card design for skill development.</i> <i>Zangle comes online allowing for better communication with parents regarding student academic progress and achievement.</i> <i>Staff receives training to support mandated use of tool.</i>	<i>Work with other departments in the Instructional Division to develop standards-based reporting mechanism for high school, in addition to the traditional grade card.</i>	<i>Re-format report card design for skill development.</i>
Continue administrator and staff training on Customer Satisfaction.		<i>Provide renewed training for all school staff on critical importance of customer service.</i>			

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<i>Each high school to complete a building walk-thru evaluation to develop strategies to improve customer satisfaction for students, parents and community.</i>	<i>Review high school customer satisfaction strategies for students, parents and community.</i>		→	→	→
Continue to retain, recruit and train highly qualified staff with an emphasis on improving staff diversity to better reflect our student body.	→	→	→	→	→
<i>Advertise state-wide and nationally for highly qualified administrative candidates.</i>	→	→	→	→	→
<i>Develop more effective strategies to train and maintain highly qualified administrative candidates within the ASD.</i>	<i>Implement effective strategies to train and maintain highly qualified administrative candidates within the ASD.</i>	→	→	→	→
<i>Continue to send ASD high school administrators on national recruiting trips to find highly qualified teachers and administrative candidates.</i>	→	→	→	→	→