

Action Team Six

SITKA SCHOOL DISTRICT STUDENT ACHIEVEMENT PLAN

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Strategy #6: All students will attain high levels of achievement through development of a community-supported standards-based district.

A standards-based district:

- has high expectations for student achievement,
- focuses on content and performance standards,
- emphasizes knowledge alongside thinking (a combination of knowledge-based content and application of that knowledge),
- use a variety of instructional models,
- supports professional development for all staff,
- has a high level of community support,
- limits focus as necessary to accomplish learning goals (focusing as needed on targeted priorities, transitional needs, and ongoing needs),
- reports to students, parents, and the community,
- ensures that all students have access to learning opportunities to meet high expectations,
- a comprehensive assessment system, and
- a series of prevention and intervention strategies.

ACTION PLAN

Strategy Number 6

Plan Number 1

Date October 1998

Specific Objective:

We will develop a community involvement plan to build community support for the standards-based district and to improve student achievement for all Sitka School District students.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish on-going community involvement committee (CIC) (Encourage employers to provide release time for employees' participation.), as a transition from the Standards and Assessment Focus group.	Marcello	1/99	Ongoing	Ongoing
2.	Develop public relations communications program that will: <ul style="list-style-type: none"> a. work with PAC groups to get parents involved b. keep community informed of state and local issues regarding standards c. hold regular community-wide meetings on standards and assessments d. create media spots of teachers and others demonstrating standards-based instruction e. encourage parents to participate and visit schools to view standards-based instruction f. encourage high profile people to take High School Graduation Qualifying Exam (HSGQE) and share their reactions and results g. Take advantage of the Quality Schools Communication Plan (developed by the Alaska Department of Education) 	CIC/ Marcello	2/99	5/00	
3.	Work with employers to recognize the importance of the HSGQE along with student achievement when hiring students.	Hughey	1/00	1/01	
4.	Work with Alaska and Northwest colleges, universities, and vocational schools to recognize the importance of the HSGQE along with student achievement.	Marcello Martell	9/99	5/00	
5.	Establish and maintain a web site dedicated to student standards and assessment.	Marcello Wegner	12/98	Ongoing	
6.	Work with Alaska Airlines and AirOne to support their continuing convenient travel schedules year-round (e.g., to minimize overnight trips, to lessen the impact on kids missing school).	McGinnis Swanson	12/98	Ongoing	
		Responsible:	Jody Smothers Marcello		

ACTION PLAN

Strategy Number 6

Plan Number 2

Date October 1998

Specific Objective:

We will refine and implement district standards to meet or exceed state standards and reflect community expectations.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Engage the entire community in shaping, understanding, supporting, and participating in the Sitka School District standards-based system.	Holst Marcello	1/99	9/00	
2.	Establish an on going Student Achievement Steering Committee (SASC) with representation from each grade level and/or content area, each specialist area, the Administrative Team, and the community. Create subcommittees for assessment, staff development, and prevention and intervention. Encourage the school district to provide release time and/or compensation for participation.	Holst	4/99	Ongoing	
3.	Create and implement a system of standards for the Sitka School District.	Marcello	12/98	5/00	
	a. All district students and staff and the community will become familiar with the content standards, benchmarks, performance standards, and curriculum. <ol style="list-style-type: none"> 1) Publish a list of formal and informal assessments and standards that are in place now. 2) Publish parent brochures reflecting grade level standards in reading, writing, and mathematics. 3) Use students to communicate to other students about standards and assessments in the Sitka School District. 				
	b. Align curriculum to state benchmarks and performance standards on planned schedule and including all of the following, with an initial targeted priority on those required by the state (in boldface): <ul style="list-style-type: none"> • reading • writing • mathematics • science • social studies (geography, government citizenship, and history) • healthy life skills • world languages • visual and performing arts • technology • employability 	Marcello	12/98	1/03	

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4.	<div>1) Staff participates in a curriculum mapping project to identify overlaps and omissions in existing curriculum as it relates to standards and then refine curriculum.</div> <div>2) Staff will be provided with time to develop and acquire assessments that relate to their own curriculum areas and courses.</div> <div>c. Document opportunities-to-learn (i.e., course outlines, assignments, and assessments) to ensure that all students are given ample opportunities to meet content and performance standards in all areas of the curriculum.<div><div>1) Students will be supported with an inclusive approach to education.</div><div>2) Teachers will consider individual learning styles in creating opportunities-to-learn.</div></div></div>	Principals	9/99	Ongoing	
	Each site will develop a plan for student achievement in order to meet the “distinguished” standard for schools by 2002 (as referenced in SB 36 and Chapter 83).	Principals	1/00	1/02	
Responsible:		Jody Smothers Marcello			

ACTION PLAN

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Plan Number 3

Date October 1998

Specific Objective:

We will develop a Sitka School District assessment policy and develop and implement multiple assessments to measure student achievement of standards.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish the Assessment Subcommittee of the Student Achievement Steering Committee (SASC) to continue implementation of a system of assessments tied to the district's standards.	Holst	5/99	Ongoing	
	a. Write a Sitka School District Student Assessment policy to be reviewed by each site, the Administrative Team, and then adopted by the Sitka School Board.	Holst	9/99	1/00	
	b. Make recommendations to the Superintendent on implementation of and timelines for student assessments based on student achievement data.	SASC	9/99	Ongoing	
	c. Analyze the current portfolio system to determine if it reflects longitudinal achievement of standards, and make recommendations for change or further implementation.	SASC	5/99	1/00	
2.	Establish and provide training in using a site specific reporting system which reflects student achievement based on district standards at each grade level and to assist with accountability towards meeting standards. Purchase of a program which allows customizing by each site.	Marcello Principals	3/99	5/01	
3.	Use multiple and varied (standardized tests, performance assessments, and self-evaluation) assessments and activities for measuring student performance on standards set by the district and to prepare students for performing proficiently on the CSSA and passing the HSGQE.	Classroom Teachers	9/99	Ongoing	

Responsible:

Jody Smothers Marcello

ACTION PLAN

Strategy Number 6

Plan Number 4

Date October 1998

Specific Objective:

We will provide and implement a long-term, embedded, and sequential staff development plan to analyze and improve instructional methods.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Develop a needs-based budget request made each year to present to the board for the following year's staff development.	Holst	12/98	Each budget cycle	
2.	Establish the Staff Development Subcommittee of the Student Achievement Steering Committee (SASC).	Holst	4/99	Ongoing	
3.	Establish schedule of quality professional development programs, which responds to a prioritized list of district needs generated by staff, is designed to engage teachers, and is results-oriented.	Holst	12/98	Ongoing	
4.	Implement program for teachers in the Sitka School District to become familiar with local and Southeast Alaska cultures, encourage cultural studies (local, regional, state, national, and global), and how to incorporate the Cultural Standards into the curriculum.	Roan	12/98	Ongoing	
5.	Consider implementing an established mentor program (use established program such as ASCD or NEA-AK) for first-year teachers to building, district, state, and teaching, as well as for teachers on plans of improvement.	Administrative Team	12/98	Ongoing	
6.	Explore alternative schedules for providing staff development/release time to ensure there is time for teachers to incorporate ideas in the classroom and to reflect on their effectiveness.	SASC	5/99	Ongoing	
7.	Continue to take advantage of state staff development opportunities (e.g. Science/Math/ Writing Consortia, Alaska Geographic Alliance, Alaska Staff Development Network).	Principals	3/99	Ongoing	
8.	Staff Internships –Organize resources and provide funding to place staff in real work settings to observe work related skills and provide relevancy to students.	Hughey	9/99	5/01	
9.	Teachers will have training on teaching methods geared to multiple intelligences (e.g., visual, auditory, kinesthetic, spatial, logical, linguistic, musical, interpersonal, intrapersonal).	SASC	9/99	5/01	
		Responsible:	Jody Smothers Marcello		

ACTION PLAN

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Plan Number 5

Date October 1998

Specific Objective:

We will establish and implement a variety of prevention and intervention strategies.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Consider implementing a modified year-round school calendar (e.g., with at least 5-6 continuous weeks of vacation in summer-- 45 days on and 15 off--with one week of the 15 days off used as an intercession with required and optional instruction).	Board	1/99	5/02	
2.	Explore all avenues to reform how time is used in the Sitka schools (i.e., examine alternatives to a modified year-round calendar as well as time within the instructional day).	SASC	1/00	1/01	
3.	Create a simple individualized intervention plan (IIP) process and forms for student/teacher/parent teams to use when intervention is required under the following situations.				
	a. For students who have not successfully passed the CSSA (grade 3, 6, 8) at the proficient level retention or promotion will be decided on case by case basis after their IIP is completed.	Principals	5/00	Ongoing	
	b. Improve transitions for each student from grade to grade and building to building.	Principals	4/99	Ongoing	
	c. District will propose board policy to indicate that any quarterly grade below a C be an incomplete for grades 7 – 12 and require the student to enter an individualized intervention plan. Failure to achieve at a C level after intervention will result in no credit (NC). Special needs students would be given appropriate consideration. Any proposed change would follow standard procedure for public discussion and be brought for discussion to building staffs, administrators, and the community.	Bradshaw Hawk	9/99	4/00	
4.	Provide funding for summer school, Saturday school, and intercession opportunities for:	Adminis- trative Team	12/98	5/01	
	a. intervention based on individualized intervention plan				
	b. completing credits				
	c. enrichment				
	d. mini-courses to prepare students for upcoming courses (e.g., high school math or English)				
	e. academic instruction and homework guidance by tutors before and after school to target students who need specific diagnosed skill assistance				

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5.	Initiate and support discussions legislation such that the State of Alaska will only consider compensated inservice and non-instructional days above the 180 required school days, rather than subtracting them from the 180 student days.	Holst Board	12/98	6/00	
6.	The Sitka High School will engage in a positive public relations campaign to discuss with parents the positive and negative aspects of students working while attending school.	Bradshaw	1/99	Ongoing	
7.	Encourage teachers to move with students for more than one year through looping or multi-age classrooms. Encourage parents and students to exercise their options based on student needs.	Principals	1/99	Ongoing	
8.	Continue to support Reading Recovery and Linda Mood-Bell with additional staff development for attaining trained staff and to upgrade skills of previously trained staff.	Board	12/99	Ongoing	
9.	Pilot the proposed phonemic awareness intervention plan for kindergarten.	Middag	1/99	5/00	
10.	Develop and require additional math and reading instruction (e.g., specific classes in reading Blatchley Middle School) for 3 rd -12 th graders not meeting reading and math standards (as indicated by performance on various assessments such as the CAT, CSSA, and HSGQE).	Adminis- Trative Team	1/00	5/01	
11.	Consider changing graduation requirements for Sitka High School and Pacific High School to require three (3) mathematics credits for graduation with at least two years of Integrated Core Plus math courses.	Bradshaw	1/99	5/00	
12.	District will consider changing the travel policy for extracurricular activities. a. Students must have a minimum of a C in each class at check out time to participate in an activity involving travel. b. Students must have no incompletes (I) or no credits (NC) from the previous quarter.	Bradshaw Board	2/99	5/99	
13.	Explore the possibility of a breakfast program at BMS and SHS.	Holst	1/99	5/99	
14.	Maintain commitment to low pupil teacher ratios (PTRs).	Board	12/98	Ongoing	
15.	Study the caseloads of the special education staff in order to provide for equity, as part of the commitment to low PTRs, and as models for instituting the IIP structure.	Special Education Director	4/99	5/00	
Responsible:		Jody Smothers Marcello			