

Comprehensive Plan Report

A detailed report showing activity of the district team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 04, 2015

Fairbanks North Star Borough School District NCES - 200600

Key Indicators are shown in **RED**.

Curriculum	
Domain 1.0- There is evidence that the district- approved curricula are aligned, implemented, and used in conjunction with the local and Alaska Content Standards.	
Indicator	1.01 - District-approved curricula are aligned with Alaska Content Standards.(1174)
Status	Tasks completed: 0 of 1 (0%)
Assess	Rubric Score: 2
	Level of Development: Initial: Limited Development 10/14/2010
	Index: 9 (Priority Score x Opportunity Score)
	Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development: All district-approved curricula in both tested and nontested areas are aligned to Alaska Standards. K-8 grade Math and K-12 grade Language Arts core materials, have been aligned to Alaska Standards. Math 9-12 remains to be aligned with the new Alaska State Standards. Evidence: curriculum documents, Harcourt, Kendall Hunt, and Pearson/Prentice Hall Earth Science alignments
Plan	Assigned to: Peggy Carlson
	Added: 11/05/2013
	How it will look when fully met: All district-approved curricula in both tested and nontested areas are aligned to Alaska Standards.
	Target Date: 05/21/2014
	Tasks:
	1. The math curriculum for grades nine through twelve will be aligned with the new Alaska State Standards.
	Assigned to: Peggy Carlson
	Target Completion Date: 05/21/2014
	Comments: 5/13/14 A first draft of the 9-12 math curricula has been developed and will be refined in to second draft with School Board adoption fall of 2014.
Implement	Percent Task Complete: 0 of 1 (0%)

Indicator	1.03 - District consistently reviews adoption and/or development of curricula based on the Alaska Content Standards for each curricular area.(1176)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 10/15/2010
	Evidence:	<ul style="list-style-type: none"> • The district is on a 6-year curriculum cycle per Board policy which includes research, development, and implementation support of each tested and nontested curricular area. This cycle is consistently followed and involves participation and input from teachers, administrators, the Board Curriculum Advisory Committee (BCAC), and the public. • ELL staff provides input into the curriculum material review process specifically reviewing the materials for high quality, research-based embedded and supplemental ELL support. When available, the ELL program purchases materials in the students' primary languages. • The district has developed Content Leadership Teams in language arts, math, science, social studies, CTE, and world languages to provide ongoing curricular, instructional and assessment support that ensures a district-wide guaranteed and viable curriculum. Within the 6-year cycle this will provide 'real time' support for these content areas. <p>Evidence: School Board Policy 940, Administrative Regulations 940-940.1, BCAC minutes, Writers agendas and sign-in sheets, curriculum draft input forms, Leading & Learning documents, curriculum documents, agendas, minutes.</p>
	Added:	

Indicator	1.04 - District wide assessment data and AMP data are used to identify gaps in the curricula.(1177)(KEY)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 10/15/2010
	Evidence:	<ul style="list-style-type: none"> • SBA data is reviewed yearly and District Priorities are adjusted annually to support areas of need. Additionally, the Three Year Professional Development Plan is based on identified needs and adjusted to support teachers in these areas. At the school level, all principals utilize AKSTEPP to review and adjust building priorities. • 2011-2012 All schools have replaced the COX Plan with AK STEPP. <p>Evidence: District Priorities, Needs Assessment survey, Three Year Professional Development Plan</p>
	Added:	

Indicator	1.05 - A district-wide review process is used to determine if the district- approved curricula addresses the learning needs of all students and make changes to the curricula when needed.(1178)	
Status	Full Implementation	

Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 09/13/2012
	Evidence:	<p>3+ Exemplary Implementation.</p> <ul style="list-style-type: none"> All curricular areas are reviewed on a six-year cycle per FNSBSD Board Policy 910. This cycle includes research, revision, implementation, and monitoring. <p>2012-2013</p> <ul style="list-style-type: none"> Additionally, the FNSBSD started establishing Content Committees to continually review and provide feedback on the efficacy of the curriculum, adopted materials, and professional development. English/Language Arts and Math Content Leadership Teams have been formed. The Content Leadership Teams are an effort to include the diverse experiences of educators and other professionals in the ongoing review and monitoring of curriculum and instruction. These teams are comprised of teachers, administrators, post-secondary education representatives, and community members. They will be part of the process that includes review and development of curriculum, instruction, and assessment. <p>2013-2014</p> <ul style="list-style-type: none"> Content Leadership Teams for science, social studies, CTE, world languages, PE/health, and music/fine arts have been formed. ELL Coordinator reviewed and provided feedback on Math curriculum materials. <p>Evidence: CLT agendas and minutes, sub-group agendas, and suggestions</p>
	Added:	

Assessment

Domain 2.0- There is evidence that assessment of student learning is frequent, rigorous, and aligned with Alaska's Content Standards.

Indicator	2.01 - District-wide assessments are aligned with Alaska Content Standards and district approved curricula.(1179)		
Status	Tasks completed: 9 of 13 (69%)		
Assess	Rubric Score:	2	
	Level of Development:	Initial: Limited Development 10/14/2010	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	<p>2009-2010</p> <ul style="list-style-type: none"> Districtwide Algebra I semester assessments have been aligned with Alaska GLEs. Math teachers meet regularly each year to revise and align these assessments and review the data. <p>Evidence: Algebra I assessment alignment documents, calendar of math teachers' meetings</p> <p>2010-2011</p> <ul style="list-style-type: none"> The district uses the Everyday Math mid-year assessment to provide decision-making data for teachers. The EDM program is aligned with Alaska GLEs. <p>Evidence: EDM assessment memos, EDM pacing guides, EDM/GLE alignment documents</p>
Plan	Assigned to:	Peggy Carlson
	Added:	11/10/2010
	How it will look when fully met:	As part of the established six-year curriculum cycle, essential learnings will be identified and districtwide common assessments will be developed. Essential learnings will be aligned with College and Career Ready Standards. An assessment system will be identified and in place to provide teachers easy access to the common assessment data.
	Target Date:	06/01/2018
	Tasks:	
	1. All of our high schools will be submitting their essential skills for their classes by December 17,2010	
	Assigned to:	Peggy Carlson
	Target Completion Date:	12/17/2010
	Comments:	
	Task Completed:	12/17/2010
	2. Each middle school will develop a minimum of two common assessments at the building level to be utilized by June 1, 2012.	
	Assigned to:	Karen Gaborik
	Target Completion Date:	06/01/2012
	Comments:	
	Task Completed:	05/09/2012
	3. Between November 15 and January 31, each content area in the middle schools will be meeting to develop the middle school districtwide essential learnings.	
	Assigned to:	Peggy Carlson
	Target Completion Date:	01/31/2011
	Comments:	
	Task Completed:	01/31/2011
	4. Middle School Principals are training teachers from each of their buildings to be facilitator for content area discussions. This training is happening on Friday, November 12th.	
	Assigned to:	Peggy Carlson

		Target Completion Date:	11/12/2011
		Comments:	
		Task Completed:	11/19/2010
	5. Each high school will develop a minimum of two common assessments at the building level to be utilized by June 1, 2012.		
		Assigned to:	Karen Gaborik
		Target Completion Date:	06/01/2012
		Comments:	
		Task Completed:	05/09/2012
	6. After the January 14 meeting, each school will provide one teacher from each content area to start meeting in content-area groups. This content-area group will have an external facilitator and they will work on developing districtwide essential learnings for at least three courses in each curricular area.		
		Assigned to:	Peggy Carlson
		Target Completion Date:	01/14/2011
		Comments:	
		Task Completed:	01/14/2011
	7. The high school essential skills will be compiled and re-distributed so that all curricular areas can review each others' on January 14, 2011.		
		Assigned to:	Peggy Carlson
		Target Completion Date:	01/14/2011
		Comments:	
		Task Completed:	01/14/2011
	8. Headed by our curriculum department, we will develop and identify the essential learnings and common assessments for elementary language arts so we can update our scope and sequence for k-6.		
		Assigned to:	Peggy Carlson
		Target Completion Date:	06/01/2012
		Comments:	
		Task Completed:	06/01/2012
	9. Headed by our curriculum department, we will develop and identify the essential learning and common assessments for K-6 social studies so we can update our clear scope and sequence for k-6.		
		Assigned to:	Peggy Carlson
		Target Completion Date:	06/01/2013
		Comments:	
		Task Completed:	06/01/2012
	10. We will identify the core power standards and create a benchmark assessment in k-12 math.		
		Assigned to:	Peggy Carlson
		Target Completion Date:	08/31/2015
		Comments:	
	11. We will identify the core power standards and create a benchmark assessment in k-12 language arts.		

		Assigned to:	Peggy Carlson
		Target Completion Date:	08/31/2015
		Comments:	
	12. We will identify the core power standards and create a benchmark assessment in k-12 science.		
		Assigned to:	Peggy Carlson
		Target Completion Date:	08/31/2015
		Comments:	
	13. We will identify the core power standards and create a benchmark assessment in k-12 social studies.		
		Assigned to:	Peggy Carlson
		Target Completion Date:	08/31/2015
		Comments:	
Implement	Percent Task Complete:		9 of 13 (69%)

Indicator	2.02 - The district uses established systems for managing, accessing, and reporting district-wide data.(1180)		
Status	Full Implementation		
Assess	Rubric Score:	3	
	Level of Development:	Initial: Full Implementation 10/22/2010	
	Evidence:	<p>Exemplary Implementation 2013-2014</p> <ul style="list-style-type: none"> District staff annually collaborate with instructional staff using established data management systems (Powerschool Premier, AIMSweb, etc) to collect, manage, analyze, and report on academic assessment results (SBA, Terra-Nova, AIMSweb measures, etc.) as well as survey feedback (from parents, students, and staff) and statistics on school attendance, graduation, discipline, and dropout patterns. The district annually disseminates reports on the outcomes of assessments, surveys, and program evaluations. Such reports are distributed to the district's management team, school board, and school principals as well as being made available online through the district's website; print copies are available through the Research and Accountability Department and other departments. These reports are often part of the School Board Meetings and broadcast live over GCI Ch14, KUAC 89.9 and audio archived on the district website. Evidence-Reports 	
	Added:		

Indicator	2.03 - Universal screening assessments are administered district-wide multiple times a year in AMP tested content areas.(1181)		
Status	Tasks completed: 1 of 2 (50%)		
Assess	Rubric Score:	2	
	Level of Development:	Initial: Limited Development 10/11/2010	
	Index:	2	(Priority Score x Opportunity Score)

	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<ul style="list-style-type: none"> • 2009-2010 • FNSBSD had developed a plan and begun implementation to address all SBA tested content areas. • Universal Screening, using AIMSweb, began and will continue three times a year to monitor student progress in grades. • Teachers and administrators have training in Universal Screening and how to use data to enhance student's learning. • 2013-2014 • We screen K-6 in reading and math. • Grades 7 and 8 are screened for math computation and reading comprehension. • Grades 7-12 utilize the districtwide common assessments for each content area multiple times per year. • Evidence- AIMSWeb results, Common assessment results 	
Plan	Assigned to:	Sandy Kowalski	
	Added:	11/10/2010	
	How it will look when fully met:	<p>Every kindergarten through six grade student will participate in district-wide universal screening three times a year - fall, winter, spring. We will use the AIMSweb system. The intent of these Universal Screening assessments will be to identify students in a benchmark (proficient or above) status, and to determine if further interventions and/or progress monitoring is needed. In addition to the AIMSweb screening, elementary students who need more intensive screening also have Core Diagnostic screening in reading, classroom formative assessments, and observations to help further determine student need.</p> <p>Multiple times per year teachers in grades 7-12 will assess students using the districtwide common assessments created through the established six year cycle for each content area. As each content area is updated through the curriculum cycles, assessments will be added annually.</p>	
	Target Date:	06/01/2019	
	Tasks:		
	1. System-wide implementation of K-6 universal screening in the areas of reading and math will be fully implemented during the 2011-2012 school year. District personnel and building principals will be fully trained in protocol for this implementation. Personnel to support the giving of the screening will be provided. During the 2012-13 school year, the task of fully implementing a reading and math universal screen will be in place.		
	Assigned to:	Roxa Hawkins	
	Target Completion Date:	01/15/2013	

		Comments:	2010-We are considering adding the writing portion of the Universal Screening K-8. We will begin the reading and math part for 9th and 10th grade next year using the 8th grade AIMSweb Universal Screening tool. We will add the writing part the year after (2013). 2011-The implementation plan has been slowed down. Writing will be added in the future.
		Task Completed:	09/20/2011
		2. In light of new SLO processes, reduced universal screening resources and significant other changes to the administration of assessments, the description how Indicator 2.03 will look at full implementation will be reviewed and revised.	
		Assigned to:	Melanie Hadaway and Sandy Kowalski
		Target Completion Date:	09/30/2015
		Comments:	Committee to participate in revision will include: Exec. Director Curriculum, Asst. Superintendents. (Elem. and Secondary) and the RTI Coordinator. The committee will review the implementation of SLOs, current RTI structural support, and School Board direction for districtwide assessment strategies. Reviews will occur between June - August.
Implement	Percent Task Complete:		1 of 2 (50%)

Indicator	2.04 - District leaders analyze district-wide AMP data to evaluate student achievement in district/school curricular programs and to make changes to improve student achievement.(1183)(KEY)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 10/08/2010
	Evidence:	<ul style="list-style-type: none"> • 2011-2012 • Our use of ARRA money was related to these priorities and focused upon training and material development in areas of need based on student achievement data. • 2012-2013-Reviewed. No additional evidence. • 2013-2014 • Annually a district leadership teams meets and review all SBAs and focus on the areas that appear to be in most need of support. • Our district Board Priorities and On-Going Commitments are based on the review of SBA data. • At principal meetings, in the style of professional learning communities, we review school and district-wide data and collaborate on how to improve student achievement. • We plan our professional development training for teachers and leaders based on the data for the year as well. This guides and influences programs and trainings we provide such as MY ACCESS!, Write from the Beginning, Thinking Maps, and other such programs geared toward specific content area development. • Evidence-Budgets and Purchase Orders, Meeting agendas, Board Priorities, and On-Going Commitments, Professional Development plan
	Added:	

Instruction

Domain 3.0- There is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student.

Indicator	3.01 - District monitors that instructional activities are aligned to Alaska Content Standards.(1184)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 10/08/2010
	Evidence:	<p>All district-approved curricula are aligned to Alaska Standards and/or Grade Level Expectations.</p> <p>2009-2010</p> <ul style="list-style-type: none">• During the summer of 2009 we sent a team to the Formative/Summative Assessment conference and trained all of our administrators and coordinators in Common Assessments during spring 2010. Additionally, Content Coaches (two elementary and two secondary) have been hired to support teachers with Tier 1 core instruction. <p>2010-11</p> <ul style="list-style-type: none">• All curricular areas worked to define essential learnings and discuss best practices and strategies to meet the needs of students. Principals monitored these discussions and set performance goals for their staff to keep them moving forward. K-12 staff are experiencing Professional Learning Community meetings weekly to support this area. Every school year each school has staff that analyze SBA data, discussing strategies that support growth in the school in areas of need. The district also utilizes PowerSchool Premier, which allows administrators to monitor instructional activities and classroom assessments. <p>2012-13</p> <ul style="list-style-type: none">• The English/Language Arts curriculum has been aligned to the new English/Language Art State Standards. <p>2013-2014</p> <ul style="list-style-type: none">• The Math curriculum was reviewed in 2012-2013 and the elementary portion of the Alaska Math State Standards has been adopted in the 2013-2014 school year. <p>Evidence: curriculum documents, Everyday Math, Harcourt, Kendall Hunt, and Pearson/Prentice Hall Earth Science alignments, EDM Pacing Guides</p>
	Added:	

Indicator	3.02 - District wide efforts to help low-performing students become proficient are coordinated.(1185)(KEY)	
Status	Full Implementation	

Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 10/11/2010
	Evidence:	<ul style="list-style-type: none"> • 2012-2013 • In June, all school psychologist, speech/language pathologists, special education teachers, school counselors and other relevant employees were given the opportunity for a multiple day training in PLC's and how they relate to special education. Topics discussed by the group included but were limited to student need as opposed to disability category and serving student the entire school day. • 2013-2014 • FNSBSD is in the process of reviewing core materials for k-8 math. Criteria for selecting pilot materials included alignment to the Alaska State Standards. FNSBSD has developed a multi-year plan to address all learners and improving proficiency rates. Research based intervention programs have been selected and professional development for all teachers has begun to ensure the new instructional strategies and programs are used with fidelity. Data is used to determine need and progress monitor training is planned to ensure students are making progress necessary for success. K-8 schools have received added monies to implement an "Intervention Supports Programs". • During the school year Special Education related service providers will work towards becoming involved members of school PLCs. • Using Distance Delivery, ELL students have increase access to credit bearing ELL classes. • New math curriculum materials piloted, reviewed, presented and approved by the School Board. • District has adopted enVisions (Scott Foresman-Addison Wesley) for grades K-6 and Go Math! (Houghton Mifflin Harcourt) for grades 7-8. Districtwide training for all teachers will be held in August, 2014. • Evidence-Training agendas, Curriculum materials review cycle, List of class offerings
	Added:	

Indicator	3.04 - Districts monitor the effectiveness of instruction by examining data from district wide formative assessments.(1189)(KEY)		
Status	Tasks completed: 5 of 6 (83%)		
Assess	Rubric Score:	2	
	Level of Development:	Initial: Limited Development 10/11/2010	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	<ul style="list-style-type: none"> • 2013-2014 • FNSBSD has developed a plan, and begun implementation, to use district-wide common assessments that are aligned with the Alaska State Standards, to measure growth in reading, writing and math. • Reading and Math screening is being screened in grades k-6 • Math Computation and reading comprehension are screened in grades 7 and 8 • Grades 7-12 utilize the districtwide common assessments for each content area multiple times a year. • Highly trained teacher leaders monitor the assessments and help classroom teachers use data to monitor student progress. • Evidence- RTI implementation plan, AIMSweb results, Common assessment results
Plan	Assigned to:	Shaun Kraska
	Added:	11/10/2010
	How it will look when fully met:	<p>District leaders use screening assessment data sets to determine the effectiveness of their staffs' instruction and to monitor students' progress in all SBA tested content areas.</p> <p>District instructional leaders and instructional staff will use the data to modify or adjust instruction.</p>
	Target Date:	06/01/2018
Tasks:		
	1. 1. Grades 7 and 8 are using the Aimsweb universal screening for math computation and reading comprehension. This screening is done three times a school year.	
	Assigned to:	Toni McFadden
	Target Completion Date:	04/28/2011
	Comments:	
	Task Completed:	04/28/2011
	2. Principals are using information from the Aimsweb universal screenings and the SBAs to determine if students need to be enrolled in support classes, like math or English workshop or tutoring sessions.	
	Assigned to:	Toni McFadden
	Target Completion Date:	06/01/2012
	Comments:	
	Task Completed:	06/01/2011
	3. After each universal screening at grades 7 and 8, the principals are reviewing the data and sharing the information with their grade level teams.	
	Assigned to:	Toni McFadden
	Target Completion Date:	04/28/2011
	Comments:	
	Task Completed:	04/28/2011
	4. Grades 7-12 will utilize the districtwide common assessments created through the revised year curriculum cycle for each content area to assess students multiple times per year and identify intervention needs.	
	Assigned to:	Karen Gaborik

		Target Completion Date:	06/01/2018
		Comments:	
		Task Completed:	05/03/2013
	5. Content Leadership Teams and working subgroups will design district-wide common assessments that are aligned with the new Alaska Standards to measure student growth for both teacher evaluation and student intervention purposes.		
		Assigned to:	Shaun Kraska
		Target Completion Date:	05/06/2016
		Comments:	
	6. ELEMENTARY K-6 1) School teams are meeting weekly in Professional Learning Communities to review data from universal screening results, additional assessment such as Core Diagnostic, and formative assessments are also part of these data discussions. Information from schools is shared with principal PLC teams that meet at the district level to discuss common supports. These principal level PLC teams divide 19 elementary principals in to four PLCs with the specific goal of looking at big picture strategies to support student achievement. 2) Building level School Data teams review data at the school level to look for trends related to either curricular weaknesses, instructional needs, or other factors that would cause student performance to decline. Information from these teams will be reviewed by the district oversight team as well. 3) Student Support Teams in each building meet to address concerns with screening data, progress monitoring data, and common assessments that would suggest more intensive supports should be put in place for students not making adequate gains. 4) The district curriculum department reviews areas of concern related to a system's curriculum areas of concern.		
		Assigned to:	Roxa Hawkins
		Target Completion Date:	06/01/2012
		Comments:	
		Task Completed:	09/20/2011
Implement	Percent Task Complete:		5 of 6 (83%)

Indicator	3.05 - District leaders, in collaboration with school staff and community, communicate high academic expectations to students.(1188)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial : Full Implementation 12/10/2013
	Evidence:	<p>3+ Exemplary Implementation. 2013-2014</p> <p>High Expectations communicated to Staff: High expectations are established and communicated to staff in order to be passed along to students. This is done in various ways.</p> <ul style="list-style-type: none"> • The new, more rigorous, Alaska State Standards are being implemented. • Teachers had .5 hours added to their contract to accommodate PLC time and recoup class time that was otherwise lost. • Pacing guides for math courses have been developed and will continue to be modified as we adopt new core math materials. • National norms are noted when reviewing AIMSweb scores. • Essential learnings were developed. • Core power standards and corresponding benchmark assessments are being developed.

- Advanced placement and honors classes are available and encouraged.
- Data analysis of student learning is reviewed in many ways.
- Each school completes a Needs Assessment based on SBA's, universal screenings, WorkKeys and other assessments.
- PLC's review data throughout the school year.
- Formative Assessment is conducted in order to determine if students are meeting learning expectations.
- Technology such as scantrons and grade cams are used to help gather and analyze formative assessment data.

High Expectations communicated to Families: Families learn of our high expectations for academic achievement. This is done in various ways such as:

- Course syllabi, newsletters, websites, Facebook, and the district's mobile application.
- The School Board's Parent Task force.
- The Superintendent conducts a quarterly School Excellence Committee.
- The Board Curriculum Advisory Committee reviews curriculum and provides a conduit to the community.
- All Content Leadership Teams (English/Language Arts, Mathematics, Science, Social Studies, CTE, Health/PE, Music/Fine Arts and World Languages) have both community and postsecondary representation.
- CTE holds monthly community advisory meetings.
- The School district is a member of the Early Childhood Commission.
- Parent Advisory Committees (PACs) are formed for many groups such as Migrant Education, Alaska Native Education and Special Education.
- Data is compiled into School Report Cards for families and the community to review.
- Local media prints a Student of the week in the local paper.
- High School counselors conduct career planning meetings.
- High school plans are posted on the student's Power School page.
- Ninth graders may participate in Ignition Day.
- Curriculum Department facilitates College and Career Fair with postsecondary representatives across the country.

High Expectations communicated to Students: Staff communicate these high academic expectations to students during class time by:

- Articulating learning targets
- Guiding students to set goals
- Displaying exemplary work
- Recognize students with awards to celebrate those who have earned high grades or improved academically.

Evidence- Inservice programs, calendars, schedules.

Added:

Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.		
Indicator	4.01 - District provides resources that support a school environment that is conducive to learning.(1190)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 10/08/2010
	Evidence:	<ul style="list-style-type: none"> • 2013-2014 • The district continues to work towards implementation of PBIS. All k-8 schools have been trained in this approach. Our RTI Implementation Plan has a focus on training for PBIS. • Elementary schools have Behavior Intervention Aides to help teach pro-social skills similar to the SkillStreaming curriculum. • Each school has a certified counselor who teaches classes each week in every classroom and helps students gain skills that will support an effective school culture and climate. • We have trained school principals on the Safe and Civil School Program/Process that helps schools identify school-wide behaviors that promote a positive climate. • We have implemented a transition program at all of our middle schools called 'Jump Start' and in our high schools called "Ignition". This helps entering students by giving them a mentor and providing an orientation structure that continues with activities throughout the school year. • We provide each high school an opportunity to experience the Challenge Day program that brings together students who learn how to break down barriers in a school. We also provide, at all of our secondary schools, extra supports such as Graduation Coaches, Drug and Alcohol Prevention Specialists, and Cultural Liaison. • Evidence-School Plans, Training agendas, Counselors' schedules, Jump Start, Ignition and Challenge Day agendas
	Added:	

Indicator	4.03 - District-wide behavior standards are a part of district policy and are communicated to staff, parents, and students.(1191)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 08/08/2012

Evidence:	<ul style="list-style-type: none"> • 2006 -2007-Annual training was provided for principals, assistant principals and school psychologists concerning the legal requirements of the Individuals with Disabilities Education Act and state statute regarding the suspension of students with disabilities. • 2008 -2009-Our district's rate of suspension for students, with both IEPs and 504 plans, had been reduced by half. This drop was so significant that the state Department of Education and Early Development called to ask if our data was correct and to note that the federal office of special education had inquired about the data. • 2009- 2010-The addition of a special education coordinator has enabled schools to have more technical support for issues related to special education, including discipline. • 2010-2011-Reviewed. No additional evidence. • 2011-2012-Reviewed. No additional evidence. • 2012-2013-Reviewed. No additional evidence. • 2013-2014 • A task force of community members, parents and staff reviewed and revised the district's discipline policy. • Principals and vice principals are trained and guided though the discipline policy and behavior standards to insure consistency throughout the district annually. • Annual training was provided for principals and assistant principals, and school psychologists concerning the legal requirements of the Individuals with Disabilities Education Act and state statue regarding the suspension of students with disabilities • Annual trainings have been conducted at principal's meetings by our special education administration, guest speakers, and through offering a class for principals in special education law and management. Trainings covered the manifestation process, limits of suspension or expulsion for students with disabilities, alternatives to suspension and the use of sound behavior management techniques to reduce students' problem behavior, criteria for eligibility , special education program design. • Safe and Civil schools,'CHAMPS'and Positive Behavioral Intervention Support (PBIS) are focus areas. • The policy and standards are published in the Students Rights and Responsibilities (SR&R) book annually. Each year this is reviewed with students and sent home to parents. The SR&R Handbook was delivered electronically. The discipline administrative regulation is updated every year. <p>Evidence- Meeting notes and agendas, training agendas, School STEPP plans, Power School Premier, Sign-in sheets</p>
Added:	

Indicator	4.05 - Equitable support and resources are provided by the district to extend learning opportunities for all students in need of additional support.(1193)(KEY)
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Status	Tasks completed: 4 of 5 (80%)		
Assess	Rubric Score:	2	
	Level of Development:	Initial: Limited Development 09/28/2011	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>2013-2014</p> <ul style="list-style-type: none"> • Homework help is available free, on-line to all students. • On-line resources that correspond with classroom materials are available to students and parents. • Many schools conduct their own homework help during the recess/lunch hour, before and/or after school. • Twenty-first Century after school programs are currently in 10 schools. • All secondary schools have the opportunity to offer after school tutoring. Summer school is available to some special education students. • ELL provides summer school with a STEM focus, funded by Title IIIA, to active ELL students in grades 4-12. • Twenty-first Century facilitated summer school for 2 elementary schools • Credit recovery is available for high school students from May through June. • Distance learning opportunities for secondary students will be expanded. We are adding to our high school distance course sections and we have implemented ELL distance delivery classes for credit at high school level. • Students who have passed college or university courses, at the 100 level or above, prior to entering high school may apply to have these courses considered for high school credit and placement on their high school transcript. • Teachers had .5 hours per week added to their contract to accommodate PLC time and recoup class time that was otherwise lost. • Odyssey Math, a program purchases with students with disabilities funds, is available for all students across the district for both math support and enrichment. <p>Evidence- Policy 984.31, District website, School websites. Enrollment, Registrations, Transcripts,</p>	
Plan	Assigned to:	Helen Clark	
	Added:	09/29/2011	
	How it will look when fully met:	Families with children who need extra assistance in reading, writing or math will have access to resources that address these needs. Some of these activities will complement interventions by taking place outside of the regular school day or school year.	
	Target Date:	06/03/2014	

Tasks:	
	1. Summer school opportunities will be expanded. Elementary level students will have extended learning opportunities through the 21 Century grant. High School courses will be delivered through the district's BEST program.
	Assigned to: Mary Short
	Target Completion Date: 06/01/2013
	Comments: This is now an ongoing activity.
	Task Completed: 07/01/2012
	2. All secondary schools will be encouraged to provide after school tutoring.
	Assigned to: Karen Gaborik
	Target Completion Date: 11/17/2011
	Comments:
	Task Completed: 05/18/2012
	3. Increase awareness of current on-line resources for students and families.
	Assigned to: Helen Clark
	Target Completion Date: 01/12/2015
	Comments: At each of the family input meetings, parents have requested more on-line resources. Although the district has many on-line resources they are difficult for parents to find. The link has been renamed to a more parent friendly "Homework Help" but the site needs to be reorganized and updated. This is taking more time than previously thought. 3/25/14-A prototype was developed and launched on an elementary school's home page. We are now waiting for the district's user interface to be upgraded.
	4. Alaska Native Education will present the opportunity to students to participate in a Literacy Challenge for students in grades K-12.
	Assigned to: Yatibaey Evans
	Target Completion Date: 11/08/2012
	Comments: The challenge has students researching leaders who are Alaska Native and provide different types of reports on that particular person. Based on the child's grade level determines what objective they are required to meet.
	Task Completed: 11/03/2012
	5. We will explore the possibility of after school programs in the North Pole area, focusing on North Pole Elem, North Pole Middle and North Pole High school.
	Assigned to: Julie Wild-Curry
	Target Completion Date: 05/23/2014

		Comments:	<p>12/4/2014: North Pole Middle: District funds support an academic support program for students after school. North Pole High: District funds support an academic support program for students after school. A budget has been submitted for these programs to continue with district dollars.</p> <p>5/29/14 Received the grant for North Pole Elem., Tic Brown and Lathrop. Do not know if we have the funds for North Pole Middle.</p> <p>3/25/14 The grant for North Pole Elem. and Tic Brown will be submitted at the end of the week. District funds have been requested for an After School Program at North Pole Middle school.</p>
		Task Completed:	05/23/2014
Implement	Percent Task Complete:		4 of 5 (80%)

Indicator	4.06 - District promotes and supports school environments that reflect cultural awareness and an understanding of cultural values of the students and community. (1194)		
Status	Full Implementation		
Assess	Rubric Score:	3	
	Level of Development:	Initial: Full Implementation 10/22/2010	
	Evidence:	<ul style="list-style-type: none"> • 2012-2013 • The district will provide training for classroom teachers based on the "Guide to Implementing the Alaska Cultural Standards for Educators." • We address cultural sensitivity through participation in a class called Brave Books and Courageous Conversations. Participants read 6 texts related to the populations in our district who frequently do not make AYP. • The Board of Education passed a resolution on June 5, titled Respect. The resolution outlines its vision, mission and core values regarding respect for the diversity and dignity of individuals and groups. • 2013-2014 • The district curricula have been aligned to the cultural standards and are adopted by the School Board. • The district implements a school climate survey, the Parent Opinion Poll, every other year to get a greater understanding of parents' views and attitudes toward the schools. • The district offers Respecting Ethnic And Cultural Heritage (REACH) classes to help provide a guide for infusing cultural awareness and respect in classrooms and among teachers. • Four of our five high schools have a cultural liaison at the school that acts as liaisons between parents, students and staff to address any issues that may arise. • America's Cultures Week Potluck each spring where an array of cultures represented in the community are highlighted including food, languages, singing, and dancing. • The district annually supports and implements Challenge Day, a national program, which focuses on the efforts to break down barriers between students. • The Board Diversity Committee addresses district issues and 	

helps promote cultural respect in the school district.

- The Alaska Native Education program supports the academic and cultural needs of the Alaska Native and American Indian student population.
- The Alaska Room is a culturally structured classroom led by Native elders where groups of students visit and participate in activities related to the various Native groups in the state.
- One of the goals of the ELL Program Plan of Service (supported by the School Board and approved by the AK Dept. of Education and Early Development) is to help students develop and maintain a healthy cross-cultural perspective. ELL staff in schools provides: cultural insight and cultural background of ELL students to mainstream staff along with ongoing academic and cultural support to students.
- ELL coordinator staffs a table at Fairbanks' annual International Friendship day. Community outreach consists of two-way dialogue between district and parents and community.
- Encourage attendance at district endorsed activities via personal outreach from ELL staff to students and families, posted fliers and direct mail.
- One of the Core Values of our district's current priorities is "Respect for the diversity and dignity of individuals and groups is essential".
- Annually the Board of Education considers resolutions to observe Alaska Native and American Indian Heritage Month, Hispanic Heritage Month and Black History Month.
- Annually the Board of Education considers a resolution to honor Dr. Martin Luther King.
- The Board of Education approved Martin Luther King day as a paid holiday. This encourages staff to spend the day off in community service.
- Parents and community members have the opportunity to complete a principal input form on an annual basis that includes a category regarding "understanding of social, racial, cultural, political, and economic forces that influences a positive school environment."
- The principals' evaluation addresses "understanding of social, racial, cultural, political, and economic forces that influences a positive school environment."
- The standard teacher evaluation addresses six areas of individual and cultural characteristics.
- Effie Kokrine Charter School is a school of choice serving 150 students in grades 7-12 in an early college program, with a curriculum that integrates and honors the indigenous cultures of Alaska.
- The Philosophy of the adopted k-12 Social Studies curriculum states it will 'help students appreciate the uniqueness of individuals and the diversity within and among groups of humans."
- Ell staff are present at 8th grade transitional/open house events in the spring at their receiving high school. This demonstrates the on-going support of 8th grade ELL students will receive in 9th grade. Language interpreters are present and available to parents as well to the extent practical.
- Evidence- District and School Websites, PowerSchool Premier, School Newsletters, School Board Minutes, Meeting notes, Class syllabi

Added:

Indicator	4.07 - District staff members communicate effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.(1195)(KEY)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial : Full Implementation 10/08/2010
	Evidence:	<ul style="list-style-type: none">• 2011-2012 A communication survey was completed by parents in May.• 2012-2013-Reviewed. No additional evidence.• 2013-2014 <p>To ensure results-oriented public relations and two-way communication that increases awareness, understanding, trust and support for students, staff, and school district programs, our district engages parents using both traditional and new media, leveraging key components of various tools depending on the parent group, topic, and timeline for message delivery. Current communication tools include:</p> <ul style="list-style-type: none">• Community bulletins bulletin boards in each school.• Electronic message boards,• Direct email from teacher to his/her classroom parents and principal to all school parents• PTA newsletters and email, targeted electronic bulletins pushed to parents through PowerSchool Premier (Student Management System)• Emergency, attendance and general outreach messaging through Blackboard Connect (parent phone notification system)• School and District websites where parents access:<ul style="list-style-type: none">• --Current news• --Homework help• --Meal pay and lunch service information• Interactive district-wide and school calendars of events where parents can subscribe to specific calendar feeds using iCal technology• The school district public access channel (GCI Ch. 14) where general slides, informative videos, announcements and live school board meetings are broadcast.• School board meeting are also broadcast on KUAC 89.9 and live streamed. These meeting are archived.• School board agendas and packets are available online. <p>Planned, effective, and meaningful communication focuses on building mutually beneficial relationships between the school district and its various stakeholders (e.g. parents, students, staff, local government, taxpayers, business partners, community members). While not every school or department uses the exact same plan or systemic approach to communication and community engagement, the district excels at one of the most valuable tenets of communication, which is the capacity to listen and accept feedback in order to better interpret public attitudes, opinions and beliefs. We find this approach stimulates a better understanding between schools and its parents, and it augments district-wide effort to build mutually beneficial relationships throughout the community. Other examples of school-level communication include:</p>

		<ul style="list-style-type: none"> • Weekly/monthly newsletters to spotlight specific learning targets or successes • Opportunities for parents to visit school and learn about programs (such as math nights, exhibit evenings, athletic events, band/orchestra, showcases) • Community forums on topics important to high-level achievement and sustainability of programs • Our policies and regulations require schools to communicate expectations by providing: <ul style="list-style-type: none"> • --Syllabi in secondary schools • --Student attendance information, deficiency notices, and quarterly grades • Parents have real time 24/7 access to assignments and grades and calendars of upcoming events through our electronic PowerSchool Premier system (PSP) • PSP kiosks installed in each school to enhance parent access. • PSP mobil application includes translation feature. • Each year the Student Rights, Responsibilities and Behavioral Consequences Handbook is distributed to all k-12 students • Parent-teacher conferences are held each semester • The proliferation of new technology has greatly impacted the process through which information is disseminated and collected, and the challenge to effectively communicate has been exacerbated by the presence of four different generations among school district stakeholders. The district will continue to employ a variety of communication tools to share information with the community and local news media, such as: <ul style="list-style-type: none"> • Traditional and electronic press releases • PR Shout Out (a new tool giving staff the capability to push information directly to local news outlets) • Community perspectives which are written by staff and published in the newspaper • Paid advertisements in the Fairbanks Daily News-Miner's print and web editions • Television • Military publications • Radio • Facebook • The District utilizes Twitter, You Tube and Facebook for community outreach. • Evidence- District and School Websites, PowerSchool Premier, School Newsletters
	Added:	

Indicator	4.08 - District staff members communicate with parents and community members to inform them about district priorities and to invite their participation.(1196)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 10/08/2010

Evidence:		<p>2013-2014</p> <ul style="list-style-type: none"> • Our district improvement plan process has several opportunities for parent involvement in discussing district priorities and ways parents can support these priorities. • We ask all families to support a compact of responsibility and partnership each year. • We provide open houses, grade level meetings, student/parent orientation sessions, and numerous opportunities to learn more about learning through the year. • Our Alaska Native Education department coordinates quarterly potlucks. • The school board has standing committees on to which parents are appointed. • Numerous departments have parent advisory groups as part of their structure. • Each student and family receives a copy of the yearly updated handbook entitled Students Rights, Responsibilities and Behavioral Consequences Handbook, now available electronically. • At the secondary level, each school provides course planners to help students and parents set educational goals. • Our district website, as well as each school website, provides important information to help parents know how to be involved and engaged in supporting their child. • To the extent practical in a language the parents understand, the district utilizes Language Interpreters in schools for parent/teacher conferences and student first language support. • Available at all schools: Language Line for immediate interpretation over the telephone. School staffs are learning to use online interpreting/translation applications as well. • The Curriculum Department is planning parent presentations on the new Alaska State Standards through Central Council PTA. • The seven Content Leadership Teams have parent and University of Fairbanks representatives. • All Content Leadership Teams (English/Language Arts, Mathematics, Science, Social Studies, CTE, Health/PE, Music/Fine Arts and World Languages) have both community and postsecondary representation. <p>• Evidence- District and School Calendars, District and School Websites,</p>
Added:		

Indicator	4.09 - District has policies and procedures regarding facility management.(1197)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 10/14/2010

Evidence:	3+Exemplary Implementation. 2013-2014 •Each September the district submits the Capital Improvement Plan for the FNSBSD. This document contains all of the evidence to demonstrate our exemplary implementation of this indicator. •Our work order system and preventive maintenance systems are tracked on a data base. These systems are reliable and working well.
Added:	

Professional Development

Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.

Indicator	5.01 - District assessment data are a primary factor in determining professional development priorities.(1198)(KEY)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial : Full Implementation 10/14/2010

Evidence:		<p>District achievement data are a primary factor in determining professional development priorities. SBA scores in math and language arts serve as indicators for creating districtwide goals for improvement. Everyday Math mid-year results are used to adjust instruction. Algebra I end-of-semester tests are used to monitor progress of secondary students. Data from the assessments listed above are used to determine professional development priorities. In some Title I schools, professional development is supporting development of PLCs as skilled data analyzers who continuously use student learning data to inform decision-making about formative assessment, instructional decisions, and the participating educators' professional development. In collaboration with building principals, Title I supports PD initiated by PLC questions. Title I also offers supplemental school wide PD to support implementation of district wide PD to address data-driven achievement concerns and strengths.</p> <p>2011-2012</p> <ul style="list-style-type: none"> • Elementary teachers will be trained in utilizing progress monitoring as a part of RTI implementation. Progress monitoring is being utilized in PLC groups to help determine teachers' professional development. <p>2012-2013</p> <ul style="list-style-type: none"> • In August 2012, during a districtwide inservice day, elementary teachers were trained in Core Diagnostics. This diagnostic tool is used to assess student skill gaps and help teachers identify appropriate reading interventions. • Most elementary principals attended Positive Behavioral Interventions and Supports (PBIS) train the trainers workshop in July of 2012. All elementary teachers attended a full day of PBIS training with Dr. Randy Sprick on Sept. 24th 2012, a districtwide inservice day. <p>2013-2014</p> <ul style="list-style-type: none"> • Teachers developed a middle school math readiness assessment for all 6-7 graders to inform/adjust placement and instruction. <p>Evidence: District Priorities, EDM assessments and pacing guides, Algebra 1 assessments, Core Diagnostics training agendas</p>
Added:		

Indicator	5.02 - The District teacher and principal evaluation processes are aligned with the Alaska Professional Teacher Standards and the Standards for Alaska's Administrators.(1199)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 10/22/2010

Evidence:		<p>2013-2014</p> <ul style="list-style-type: none"> • 3+ Exemplary Implementation. • Evaluation standards are aligned with state standards. Each evaluation standard references a state standard. • Principals meet annually with their teaching staff to review any changes in the evaluation instrument or procedures. All teacher and principal staff new to the district receive an orientation to review the evaluation instrument and procedures. As part of a formal observation, the principal meets with the teacher before the scheduled observation to discuss the evaluation standards and the indicators of performance that meet standards. • The district provides formal evaluation training each year for principals and during the course of the year, principals receive individual guidance when determining that a teacher needs to improve and needs to be placed on a plan of improvement. • When an Assistant Superintendent has a concern about a principal's performance, guidance is provided to ensure that the Improvement Plan and procedure complies with the law, contract, and tenets of due process. • A committee developing new teacher and principal evaluations and Common Core approach as per the ESEA Waiver requirement. • Under the NCLB waiver, the district planned a multi-year implementation of a research-based educator evaluation system that supports professional learning for teachers and principals. It is shown to have predictive validity in correlation with student achievement. • Selected Charlotte Danielson 'Framework' is being used as a new assessment. • Teachscape and Educational Impact will be used for training purposes. • Rigorous calibration training on Danielson's Framework is being done with principals and selected other administrators. <p>• Evidence- Principals' Calendars and Schedules, Principals' Meeting Agendas, Principal and Teacher Evaluation Instruments, Teacher evaluation handbook, Training agendas</p>
Added:		

Indicator	5.03 - The district provides professional development that is embedded into the daily routines and practices of school staff.(1200)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 10/25/2012

Evidence:		<p>3+ Exemplary.</p> <ul style="list-style-type: none"> • The district has developed a three-year professional development plan, based on district data, School Board Priorities, and input from teachers and administrators, to support a consistent and districtwide approach to professional learning. Districtwide professional development experiences are offered on inservice days and during the school day. Professional developers offer "core" training (e.g. Everyday Math, Storytown, district interventions) throughout the year, but specifically target teachers new to the district and those who are teaching a content area/grade level for the first time. Additionally, all new teachers are required to attend, with compensation, a "New Teacher Orientation" held before their contract year begins. Title I funds additionally support professional development through programs related to differentiated instruction and learning challenges related to poverty. • Substitutes are provided for professional development occurring during the school day. Stipends and/or hourly wages may be provided to educators participating in PD outside of their contract day. • Elementary and secondary content coaches in math and ELA provide in-class modeling and the opportunity for reflective professional support. In collaboration with the Title I principals, Title I PD provides supplemental implementation support for district initiatives as well as emerging priorities at Title I schools. • The ITTs help to introduce and support the use of new technology as well as systematic roll out of Odyssey Math, a new SPED/RTI intervention. <p>Evidence: Three-year professional development plan, class agendas and sign-in sheets, ITTs logs</p>
Added:		

Indicator	5.04 - The district provides mentoring to support new teachers, administrators, and instructional leaders in the development of instructional and classroom management skills.(1201)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 10/14/2010

Evidence:	<p>3+ Exemplary 2010-2011</p> <ul style="list-style-type: none"> • The district participates in the AK Statewide Mentor Program and has four employees who are statewide mentors. Currently 11 FNSBSD teachers have AK Statewide Mentors • Content coaches (two elementary and two secondary) have been hired to support teachers with Tier 1 core instruction. These content coaches initially work with teachers new to the district and new to the profession. They offer courses specific to their content areas and are currently teaching a course, "Educational Structures in the FNSBSD" open to teachers who have taught three or less years in the district. The participants receive support in classroom management, teaching methods, communication strategies, and assessment practices. Content coaches also work with principals, grade level teams, and teachers to provide individualized support. <p>2011-2012</p> <ul style="list-style-type: none"> • Although the district continues to participate in the AK Statewide Mentor Program and has 2 employees who are statewide mentors, none have been assigned to support Fairbanks teachers. • The 10 Instructional Technology Teachers (ITT's) meet with new teachers and use a checklist to ensure each teacher has the same baseline of technology support. • The five elementary art specialists contact new teachers and provide support with the implementation of the district's art curriculum. <p>2012-2013</p> <ul style="list-style-type: none"> • The district is participating in the statewide Urban Growth Development (UGO) grant and has hired two mentors to work with new-to-the profession teachers. • The existing four content coaches, eight instructional technology teachers, and five elementary art specialists meet with all newly hired teachers. They establish relationships, provide support as needed, and check in with these new hires throughout the year. A course is offered each fall for teachers who have taught three or fewer years in the district. This course focuses on proactive rather than reactive approaches to the challenges that arise in the classrooms. It includes how to access resources, research, and support services outside their classroom walls. <p>2013-2014</p> <ul style="list-style-type: none"> • The five art specialists supported new teachers through a 'Mentor Round' second quarter. Each art specialist was assigned a cadre of new teachers. The focus was on the use of art lessons to integrate content, modeling classroom management, and exposure to school, district, and local resources. • An additional ITT with a primary focus on supporting distance delivery was added. • Supplemental mentoring and coaching through Title I professional development is available to new teachers in Title I schools in collaboration with their principals. <p>Evidence: content coach logs, course outlines and flyers, communication with AK Statewide Mentor Program</p>
Added:	

Indicator	5.05 - District allocates sufficient time and resources to support professional development outlined in the district improvement plan.(1202)(KEY)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 10/14/2010
	Evidence:	<p>2011-2012</p> <ul style="list-style-type: none"> • To improve writing and critical thinking skills, the district continued to provide training in Thinking Maps to new and current teachers through UAF credit class. The Six Traits writing program will continue to be used to increase student writing scores and will also be used as a formative assessment of student learning. • The district continues to support implementation of RTI. As a part of Language Arts Curriculum review process in 2011-2012, reading materials for Tier 2 and Tier 3 RTI interventions were selected and training of teachers was provided. Elementary building teams also participated in an introductory training to behavior interventions with behavior modification expert Dr. Randy Sprick from Safe and Civil Schools. Behavior was the focus of 2012-2013 RTI implementation. To support this implementation, 17 elementary principals participated in the Positive Behavior Interventions and Supports (PBIS) training in July 2012. Dr. Sprick facilitated the districtwide inservice in September, 2012 with a focus on PBIS for all elementary staff. Two Early Outs in 2012-2013 were allocated for PBIS training in individual buildings. The district continues to employ 52 RTI assistants to allow for PLC collaboration in elementary schools in 2012-13 and keep supporting this initiative through ongoing training and leadership development. • Additionally, the district continues to support the K-12 Professional Learning Communities. High school schedules have been adjusted to provide collaborative PLC time for teachers. Early outs and professional development days have been and will continue to be dedicated to the development of PLCs, essential learnings, formative and summative assessments, and analyzing student data. In April 2012 teams from all high schools participated in the Facilitation Skills for Teachers Leaders training, facilitated by Dr. Gary Whiteley, Director of the Alaska Administrator Coaching Project. In June of 2012, 41 secondary teachers attended a PLC institute (Solution Tree). Steve Pearce, a PLC implementation expert was funded as the K-12 keynote and secondary trainer on the August 15, 2012 districtwide professional development day. Another districtwide inservice day on September 24 was devoted to advisory and PLC collaboration and vertical teaming. • In addition to the district's curriculum department, the Federal Programs department provides additional professional development opportunities. 10% of the district's Title I grant award is designated for professional development. The Title I professional development offerings are directly linked to the needs identified in our district improvement plan. Each school creates a professional development plan that addresses their school's needs, and that plan was reviewed by district

administrators.

- The district also provided Thinking Maps training to new teachers through UAF credit classes and support trainers through follow-up meetings. The level of implementation of Thinking Maps was assessed through a Zoomerang survey sent to a sample of 200 elementary teachers in May 2012. 'Thinking Maps Path to Proficiency' professional development for ELL staff was extended to additional staff in 2012-2013.
- The Six Traits writing program continues to be used to increase student writing scores and is also used as a formative assessment of student learning. Other trainers and facilitators offered PD support to individual schools (both elementary and secondary) in the area of writing.
- To increase teachers' technology skills, the district kept providing credit classes to all grade level teachers. In summer 2012, the district offered five technology classes. The Curriculum department provided trainers for the February 4th building inservice that focused on technology use in various content areas.
- The Curriculum Department facilitated the assessment of teachers' professional development needs using a Zoomerang survey tool. The results, along with information received from sources such as test results, districtwide data analyses, and School Board priorities were used to guide the district's 2012-2015 professional learning plan. Teachers' responses to professional development need surveys and the feedback from workshops, inservices, focus groups and classes also provided valuable input. Information and direction from committees representing specific departments, schools, and programs also supported the development of the district's professional learning plan. In addition, site-based professional development is supported based on needs identified by principals and Professional Learning Communities using school data and/or staff input.

2012-2013

- Thinking Maps training for new teachers will be provided. In addition, approximately 35 trained trainers in "Write from the Beginning", a k-5 developmental writing program, will start providing training in their buildings. A UAF "Write from the Beginning" credit class will be offered in Fall 2012. Additional training for the district trainers on Thinking Maps application of new Alaska standards will be conducted in June 2013.

2013-2014

- Activities in summer 2013 focused on supporting multiple areas of professional development, including PLCs, the Alaska State Standards implementation, social studies, writing instruction, technology, RTI and behavior interventions.
- RTI training was offered to elementary teachers in the area of Language Arts and math with the district's approved interventions, programs Earobics, REWARDS, Read Naturally, Leveled Literacy Intervention, Number Worlds, Pinpoint Math, and Math Elevations. For the behavioral component of RTI, teachers and counselors participated in the Summer Prevention Institute that focused on various techniques and strategies that manage classroom behavior.
- The district continues to support use of Thinking Maps in classroom instruction. In summer 2013, there were three Thinking Maps classes offered: a week-long Introduction to Thinking Maps for all teachers, the Use of Thinking Maps in

Social Studies for SS teachers, as the district adopted a new Social Studies curriculum in May 2013, and the Response to Literature class offered to the district Thinking Maps trained trainers. Training was also provided on utilizing Thinking Maps in writing instruction through the Write from the Beginning credit class. An Introductory Thinking Maps class for new teachers was offered in Spring 2014.

- K-12 Professional Learning Communities continue to be supported at the school level. In summer, 2013 elementary schools were invited to send a team to the PLC Summer Institute organized by the district and facilitated by a Solution Tree consultant, Merrillou Harrison. One of the outcomes of the Institute was a schoolwide PLC implementation plan that the teams created.

- Technology implementation remains one of the district priorities. This fact was reflected in a number of summer courses that were offered for teachers. They included projects with iPads; training in iRead! software to support reading instruction; distance delivery training designed for secondary teachers scheduled to teach classes across the district; and training in Photoshop and InDesign for art teachers and district Instructional Technology Teachers.

- After the adoption of the Alaska State Standards in June, 2012, the district has continued to support math and ELA teachers in their transition to teaching skills as defined in the new document. In summer, 2013 elementary teachers had the opportunity to participate in the class called Math Transitions to the AK Standards in Intermediate Grades and secondary teachers were invited to participate in the class titled Creating Mathematical Tasks Aligned to the Mathematical Practices. For all math teachers the district organized the Interior Math Academy, with grant support from the Alaska Department of Education and Early Childhood Development. For English/Language Arts teachers, Science, Social Studies, and CTE teachers, in August, the district organized a Literacy Institute, again with support from the Alaska DEED. Teachers worked in elementary and secondary groups to better address their grade level needs.

- Transition to the Alaska Standards was also a focus on two districtwide professional development days, August 16 and September 30. Elementary teachers worked in grade level groups and focused on math fluency during the former and text structures and text dependent questions during the latter. The sessions were facilitated by elementary principals. At the same time secondary teachers continued working in content area groups and focused on the transition to the AKSS and content literacy strategies. These groups were also facilitated by secondary principals and assistant principals.

- In fall 2013, the district continued to provide professional development that reflects teacher needs in transitioning to the AK State Standards. Teachers were able to choose from credit classes offered through UAF and the Alaska Staff Development Network (ASDN). District content coaches continued to play a supporting role in the transition to the AKSS by working with individual teachers as well as facilitating short (half- and one-day) sessions on specific math and literacy topics (e.g., 6th grade math or academic vocabulary in technical subjects).

- Another avenue for teachers' professional development is through the Educational Impact website, to which the district

		<p>subscribed in May, 2013. Each certified teacher in the district has access to this site and has the option to set up an individualized professional learning plan. Principals also have the capacity to set up teacher groups for more focused professional development.</p> <ul style="list-style-type: none"> • This year, PLC time at the elementary level has been extended and each school provides a 60-minute block of time for teachers to spend in their relevant PLC groups. • May 27th, a professional development day of the 13-14 school year will focus on specific school needs and development of their 14-15 school year plan. • May 28th, the final professional development day of the 2013-2014 school year will bring all secondary content groups together for a half day training facilitated by the Content Leadership teams. • In addition to the Employee Self Serve (ESS, a feature of the district's administrative software package) publicizing/tracking of professional development opportunities/use, Title I provides each Title I school principal a list of her/his certified staff and the Title I PD in which each has participated in the past decade. That information can be used to help prioritize resource allocation. <p>Evidence: Three year professional development plan, district priorities, training agendas and rosters, RTI Six-Year Plan, overview of Secondary Improvement Initiatives, Early Out schedules</p>
	Added:	

Leadership

Domain 6.0- There is evidence that administrative leaders focus on improving student achievement.

Indicator	6.01 - District leaders facilitate the development of the district improvement goals and the alignment of school and district goals.(1203)(KEY)		
Status	Objective Met 8/7/2012 5/22/2014		
Assess	Rubric Score:	2	
	Level of Development:	Initial: Limited Development 10/22/2010	
		Objective Met - 08/07/2012 05/22/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A representative from each department reviews the data and helps assess and craft tasks for each indicator. District goals are shared with various parent advisory committees, such as English Language Learners, Alaska Native Education and Migrant. Schools review district goals while developing their own goals.	
Plan	Assigned to:	Jenny Randall	

	Added:	09/19/2011
	How it will look when fully met:	The district gathers input from staff, parents and the community in order to create district improvement goals. The district's goals are used as a guide for schools as they develop their own goals. Invitations for input will be documented. Stakeholder input and feedback will be gathered. Distribution of the district goals to schools will be documented.
	Target Date:	09/19/2012
	Tasks:	
	1. The district improvement planning is open to the community with announcements in a variety of locations.	
	Assigned to:	Mary Short
	Target Completion Date:	10/30/2011
	Comments:	The NCLB Coordinator meets with various community groups such as ELL, ANE, Migrant and SpEd PACs ,ELL and ANE staff, School Board committees and PTA in order to solicit feedback on the District's Improvement Plan. Feedback opportunities are also available through email, personal conversation, by phone and in writing at anytime with the NCLB coordinator.
	Task Completed:	10/17/2011
	2. The district improvement plan is posted on the district website.	
	Assigned to:	Mary Short
	Target Completion Date:	10/30/2011
	Comments:	
	Task Completed:	12/29/2011
	3. Professional development for principals will be conducted to instruct them as to how to 'read' the new WIDA ACCESS for ELLs score report.	
	Assigned to:	Jennifer Randall
	Target Completion Date:	12/17/2012
	Comments:	Principals were trained at the first of the year at a joint principals' meeting.
	Task Completed:	08/06/2012
Implement	Percent Task Complete:	3 of 3 (100%)
	Objective Met (initial):	08/07/2012
	Objective Met (most recent):	05/22/2014

Experience:	<p>8/7/2012 Through trial and error we learned the best ways to gather meaningful input from parents and the community. Assuring the school plans were aligned with the district's plan was an easier task as most of our intervention strategies are districtwide initiatives. 2/26/14 The STEPP team discussed the ways we have tried to gather community and staff input and the results. The team suggested that the coordinator continue to present the district's plan and the Title I Parent Involvement Policy to under represented groups. Groups expressed that it may take several presentations to each group each year. This may require that members of each group present to their own groups. For example, the ELL Coordinator would gather feedback from the ELL staff. The District's STEPP Team will review the Public Opinion Poll, Climate and Connect and Title I surveys for current questions that may be helpful. The District's STEPP Team will see if adding a new question or two to a survey would be helpful.</p>
Sustain:	<p>8/7/2012 We will need to continually assess if we are gathering input from all stakeholder groups in a meaningful way. We learned that the majority of the community prefers electronic communication. We will be tasked with keeping up with the technology while still providing information for those not connected. Each year we will need to ensure we have communicated the district plan to the schools in a timely fashion. 2/26/14 The district's methods for ensuring alignment of school goals with district initiatives continue to go well. Feedback from stakeholders has been positive. We will continue to have a representative from each department review data and give input into the district plan. School Board goals will continue to be reviewed along with their indicators each year. Principals have the opportunity to provide input into the district's plan. Assistant superintendents ensure building administrators are informed of district initiatives and goals. They are informed as to how these initiatives will be implemented at the schools. School plans are monitored. Input from parents, staff and community members will continue to be gathered by presenting the district's plan to individual groups of stakeholders.</p>
Evidence:	<p>8/7/2012 A representative from each department reviews data and gives input into the assessment and tasks for each indicator. School Board goals are reviewed as indicators are being assessed each year. Principals have the opportunity to provide input into the District Improvement Plan. District goals are shared and discussed with various parent advisory committees such as ELL, ANE, Migrant, Title I Teams, and School Board Diversity and Board Curriculum Advisory committees. Goals are shared and input is solicited from community interest groups such as school and central council PTAs. The district plan is posted on the district website and all Title I school home pages. The District Report card is presented to the public and broadcast on TV and radio. School report cards are presented at each school annually. These meetings provide information on district improvement efforts. Assistant superintendents ensure building administrators are informed of district initiatives and goals. They are informed as to how these initiatives will be implemented at the schools. 2/26/14 Calendars, agendas, meeting notes, feedback forms, school plans</p>

Indicator	6.02 - District leaders assist instructional leaders in understanding student assessment data and its use in improving instruction.(1205)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 10/15/2010
	Evidence:	<p>2009-2010</p> <ul style="list-style-type: none"> • All elementary principals were trained in the use of AIMSweb for RTI data collection from universal screenings in September. • Elementary principals participated as cohorts in a summer (2009) Harvard education course, Datawise. <p>2010-2011</p> <ul style="list-style-type: none"> • During the school year, 2 districtwide inservice days will be dedicated to developing essential learnings and common assessments at the secondary level and RTI reading interventions at the elementary level. Keynotes Jeff Overlie, an expert in formative assessment, and Wayne Callender, an expert in RTI implementation worked with administrators as part of the Oct. 1st districtwide professional development day. • During the school year, administrators will be able to participate in various PD opportunities, including a semester-long leadership class, ASDN webinars on change management and PLCs, and RTI workshops. • District leaders assist instructional leaders in understanding student achievement data and its use in improving instruction. As a baseline, the principals learn how to read and analyze data on PowerSchool, AIMSweb, etc. at principal meetings and other professional development meetings specific to instructional leaders. • Title I supplements the district's efforts with district wide, twice annually meeting to access data and the instructional priorities and responses chosen by Title I school principals. • Further, SPED/TI, Curriculum, and Title I district personnel are available to answer questions, plan with instructional leaders 1-on-1, and collaborate as instructional leaders model use of data with their schools' educators' instructional decision-making and prioritization of resources. • Principals and their data teams participated in Basic Common Assessment training facilitated by Solution Tree in March . • Elementary principals participated in training for progress monitoring in October. • Secondary principals will continue to support PLC collaboration in their buildings to develop essential learnings and common assessments. <p>2011-2012</p> <ul style="list-style-type: none"> • Common formative assessment training for school teams was sponsored in the spring to support student achievement. Over 60 district staff attended the PLC training in the summer of 2011 to review strategies for data and student achievement discussions within the PLC framework. • Principals participated in a Special Education class for administrators to increase their understanding of special

		<p>education procedures in improving instruction and student achievement.</p> <p>2012-2013</p> <ul style="list-style-type: none"> • A new curriculum review process will be implemented this year. • Throughout the year AKSTEPP is used in all schools to support data discussions. At least three times a year data from AIMSweb is reviewed in all elementary schools. • Content Leadership Team meeting agendas note the review of SBA results to inform the curriculum mapping and materials purchase decisions to reflect addressing the areas of weakness in our current social studies curriculum and instruction. • Assistant Superintendent agenda notes meeting with secondary principals to review correlations among attendance data, staff/student/parent school climate survey results, and achievement data then prioritizing personnel and financial resources to address the students achievement of identified sub-groups using research-based strategies. • Title I professional development coordinators meeting with a Title I principal to plan implementation of new strategies introduced at district wide professional development sessions. • Title I continues to supplement district's initiatives with district wide, twice annually meeting to access data and the instructional priorities and responses chosen by Title I school principals. • Principals participated in a Special Education class for administrators to increase their understanding of special education procedures in improving instruction and student achievement. <p>2013-2014</p> <ul style="list-style-type: none"> • Principals participated in a Special Education class for administrators to increase their understanding of special education procedures in improving instruction and student achievement. <ul style="list-style-type: none"> • Evidence: Course descriptions and rosters, Early Out schedules and agendas, Inservice agendas. NCLB coordinator's calendar showing meetings with Title I principals to develop foci based on analysis of student achievement data and their faculty's professional development history to date.
	Added:	

Indicator	6.03 - District staff systematically monitors the implementation of the school improvement plans.(1207)(KEY)		
Status	Objective Met 8/7/2012 5/12/2014		
Assess	Rubric Score:	2	
	Level of Development:	Initial: Limited Development 10/22/2010	
		Objective Met - 08/07/2012 05/12/2014	
	Index:	4	(Priority Score x Opportunity Score)

	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Feedback is regularly gathered from parents, on a district level, to determine parent opinion of school effectiveness. At least annually, the district reviews test results of each school. The district logs into the plans of each of the schools in improvement monthly to monitor progress. The district provides ongoing technical assistance to schools.	
Plan	Assigned to:	Jenny Randall	
	Added:	10/27/2010	
	How it will look when fully met:	District leaders facilitate regularly scheduled meetings with school staff, parents, and community members about progress on the district improvement plan and school improvement plans. District leaders use a variety of sources to validate progress of the goals within the district improvement plans.	
	Target Date:	05/10/2012	
	Tasks:		
	1. The district schedules and conducts team meetings two or three times a year with schools in improvement status. The meetings include the administrator, teacher, peer administrator and peer teacher from another Title school.		
	Assigned to:	Louise Anderl	
	Target Completion Date:	02/27/2012	
	Comments:	We were unsuccessful in scheduling peer technical assistance more than once this year. The group brainstormed a better way to achieve this goal.	
	Task Completed:	04/12/2012	
	2. School plans are posted on the websites of each school in improvement.		
	Assigned to:	Louise Anderl	
	Target Completion Date:	10/30/2011	
	Comments:	Each school in improvement has a link to their school plan.	
	Task Completed:	07/01/2012	
	3. Copies of school improvement plans are available to parents and the community at school offices.		
	Assigned to:	Louise Anderl	
	Target Completion Date:	10/30/2011	
	Comments:	Schools have copies of the plan available for parents and community to review.	
	Task Completed:	04/12/2012	
Implement	Percent Task Complete:	3 of 3 (100%)	
	Objective Met (initial):	08/07/2012	
	Objective Met (most recent):	05/12/2014	

Experience:	8/7/2012 After two years of trying many methods to monitor the implementation of school improvement plans, we have developed a system which is meaningful and effective.
Sustain:	8/7/2012 Each fall we will need to schedule all meetings for the entire year. Parent recruitment will need to be ongoing. Both meetings and site visits will need to be well planned in order to make them helpful and productive.
Evidence:	8/7/2012 We now have regularly scheduled meetings involving parents, staff and administration which provide constructive feedback to schools. Parents, teachers and staff have an opportunity to discuss how they feel a school plan is progressing. District personnel review plans at least monthly and provide feedback when necessary. Site visits are regularly scheduled to ensure compliance. 2/26/14 Parents are asked every other year, in a Parent Opinion Poll, how well their child's school is doing with goals related to indicators 3.5, 4.2, 4.3, 4.7, 4.8, 4.9, 6.6 as well as instruction in the academic areas.

Indicator	6.04 - District ensures that instructional leaders have access to and are implementing Alaska Content Standards.(1208)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 08/08/2012
	Evidence:	<p>2013-2014</p> <ul style="list-style-type: none"> • The assistant superintendents for elementary and secondary education annually review the new Alaska State Standards with all principals. • The standards are discussed with instructional leaders within the context of the implementation of RTI and recent state mandated assessment and evaluation initiatives. • The Danielson model has been selected as the new framework for evaluation, and district Content Leadership Teams will determine the content and delivery of district-wide formative assessments. • All principals and selected teachers were trained in Danielson's Framework using Teachscape. • The district will align with State DEED decisions with regard to annual norm-references assessments based on the new Alaska State Standards. <p>Evidence-Principals' meeting agendas.</p>
	Added:	

Indicator	6.06 - District leaders build a productive, respectful relationship with parents and community members regarding district improvement efforts.(1209)(KEY)	
Status	Objective Met 8/7/2012 5/22/2014	
Assess	Rubric Score:	2
	Level of Development:	Initial: Limited Development 10/22/2010
		Objective Met - 08/07/2012 05/22/2014

	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	2013-2014 <ul style="list-style-type: none"> • District initiatives, which address academic needs, are identified on the district's website. • The Board Curriculum Advisory Committee meets monthly and provides input, suggestions, and recommendations to the district. • School websites, newsletters and annual school report cards meetings provide information regarding district improvement efforts. • Annually district goals are distributed to each school. • ELL parent meeting reviewed and provided input into updated/revised ELL Plan of Service. • ELL parents attended Thinking Maps for Parents in the fall. 	
Plan	Assigned to:	Jenny Randall	
	Added:	10/27/2010	
	How it will look when fully met:	District leaders make ongoing contact with instructional leaders, staff, parents, and community members regarding district improvement efforts to enlist their support and engagement for continuous improvement. District leaders maintain an active partnership with the instructional leaders, school staff, parents, and community to engage them in regularly scheduled meetings to review the progress towards meeting district improvement goals.	
	Target Date:	02/10/2012	
	Tasks:		
	1. Recruit parents and community members to attend a community meeting.		
	Assigned to:	Mary Short	
	Target Completion Date:	04/13/2011	
	Comments:	It will be helpful to recruit parents that represent the diversity of the school district and to utilize the assistance from program coordinators and directors for potential names.	
	Task Completed:	04/15/2011	
	2. Schedule next parent meeting.		
	Assigned to:	Mary Short	
	Target Completion Date:	11/15/2011	
	Comments:	Ask parents for preferences regarding days, times for future meetings. Use district PACs	
	Task Completed:	04/09/2012	
	3. Distribute information for school newsletters and district website.		

		Assigned to:	Mary Short
		Target Completion Date:	11/10/2011
		Comments:	Create bullet points or short paragraphs that schools can include in their newsletters and that can be added to the website.
		Task Completed:	01/05/2012
	4. Gather appropriate data and information to provide at meetings.		
		Assigned to:	Ellis Ott
		Target Completion Date:	10/01/2011
		Comments:	Inform Ellis of what specific information would be valuable to gather for the meetings.
		Task Completed:	10/10/2011
	5. Provide preliminary information at the districtwide Title I meeting.		
		Assigned to:	Mary Short
		Target Completion Date:	03/09/2011
		Comments:	Determine what information, data, and format would be appropriate to use when presenting.
		Task Completed:	03/09/2011
	6. Meet with district administration to receive input and provide additional information.		
		Assigned to:	Mary Short
		Target Completion Date:	03/28/2011
		Comments:	
		Task Completed:	05/24/2011
	7. Meet with parents and community members.		
		Assigned to:	Mary Short
		Target Completion Date:	10/13/2011
		Comments:	Invite district leaders to participate in meeting.
		Task Completed:	10/17/2011
Implement	Percent Task Complete:		7 of 7 (100%)
	Objective Met (initial):		08/07/2012
	Objective Met (most recent):		05/22/2014
	Experience:		8/7/2012 Developing parent and community interest has been challenging. Creating venues where we could gather meaningful input required us to try several different methods. Some were more successful than others.

Sustain:	8/7/2012 Sustaining our efforts will require constant attention to assure we are including parents, community and staff in a productive way. Scheduling venues to gather input will be an ongoing activity. We will continue to look for ways to gather input electronically. 2/26/14 Several school board committees, which include community members, as well as staff and a student representative, provide valuable input into many aspects of the district's efforts to improve. They include: Career and Technical Education Advisory Committee, Citizen Budget Review Committee, Curriculum Advisory Committee, Diversity Advisory Committee, and Policy Review Committee.
Evidence:	8/7/2012 School Board goals are reviewed as indicators are being assessed each year. Principals have the opportunity to provide input into the District Improvement Plan. District goals are shared and discussed with various parent advisory committees such as ELL, ANE, Migrant, Title I Teams, and School Board Diversity and Board Curriculum Advisory committees. They are shared and input is solicited from community groups such as central council PTAs and the homeless shelters. The district plan is posted on the district website and all Title I school home pages. Our District Report card, test results, goals and initiatives are presented to the public at school board meetings and broadcast on TV and radio. 2/26/14 Calendars, agendas and meeting notes from each of the groups

Indicator	6.07 - District has a process for the school instructional leader to receive support and guidance as part of the administrator evaluation procedure.(1210)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial: Full Implementation 10/25/2012

Evidence:		<p>2013-2014</p> <ul style="list-style-type: none"> • Principal evaluation process includes goal setting, conference on goals with Asst. Supt, mid-year review on how the goals and focus are influencing the performance of the administrator, and summative conference on how the end result will be used in the future. • Principals receive professional development financial support to help in meeting their learning targets throughout year. Examples, but not an exhaustive list, of embedded professional learning by our school administrators related to their professional evaluation could include: <ul style="list-style-type: none"> --Principal's use with PLC and coaching of staff, --Webinars that support embedded learning during multiple sessions, --State or national conferences focused specifically on collaboration with others in the field, --Book study with other principals throughout the school year. <p>These are all examples, but not an exhaustive list, of embedded professional learning by our school administrators related to their professional evaluation.</p> <ul style="list-style-type: none"> • Title I professional development is planned in collaboration with each Title I school principal to complement each principal's strengths and professional development priorities. • A committee of principals meets to address the Danielson model for them as well. We are moving towards student achievement as being a part of the evaluation for principals just like for teachers. <p>Evidence-Principal evaluations, Principals' professional development plans, meeting agendas.</p>
Added:		

Indicator	6.09 - District provides information about and training in the use of evaluation policies and procedures for all personnel.(1212)	
Status	Full Implementation	
Assess	Rubric Score:	3
	Level of Development:	Initial : Full Implementation 10/22/2010

Evidence:	<p>3+Exemplary Implementation 2013-2014</p> <ul style="list-style-type: none"> • A new evaluation instrument for the Instructional Technology Teachers (ITTs) has been implemented. This instrument culminates at least two years of collaboration between the ITTs, the Director of Labor Relations and the FEA. • The district has had representation on a state-wide Teacher Quality Working Group that is focused on issues related to teacher preparation and certification requirements as well as teacher and administrator evaluation processes. The State is directing that evaluation frameworks be changed in the near future incorporating a research-based model that meets specific criteria. • The Fairbanks North Star Borough School District has established a committee to develop a new evaluation process and instruments. The committee is comprised of the Superintendent, the Assistant Superintendents of Elementary and Secondary Instruction, the Executive Director of Curriculum, the Director of Labor Relations, the Fairbanks Education Association (FEA) President and eight teachers selected by the FEA. Three principals, one each from High School, Middle School and Elementary were included. This group meets often. The expectation is the working group will be fully engaged in the design and implementation of any new evaluation process and instrument. The district has historically involved the FEA in the design and implementation of evaluation processes and it is crucial that we continue as partners in the current efforts, not least because the new process will require a student achievement component that must have credibility with all of the stakeholders impacted by this new evaluation. <p>Evidence-Committee agendas and meeting notes.</p>
Added:	