



Ole Steller Yeller

December 6, 2010



H. Green

On behalf of Steller staff, we all wish you a safe and happy holiday season. May the New Year be one of peace and joy that you share with friends and family.

As we prepare for the up coming break keep in mind that attendance now is never more important. As the semester ends students will need to complete and turn in any missing assignments, they will need to study for their final exams as well as prepare themselves mentally for full participation in whatever Intensive they signed up for.

I had the pleasure of working with 3 committees that worked on our *school's SAP [School Action Plan] and the PIP [Parent Involvement Plan]*. The three committees consisted of a staff contingency, a parent contingency and a student contingency. Each committee worked very hard to produce what we think is a quality document. I have place copies of this document on the FLASH and the Steller School Website as well as publishing a copy in this newsletter.

If you are a junior or a Sophomore be aware that the *WorkKeys* exam results should arrive in January sometime. Please keep watch on the FLASH for announcements of work sessions hosted by John for the purpose of interpreting each of your results. For any Seniors that are interested in taking the *WorkKeys* the District is offering a onetime opportunity to take the *WorkKeys* for free on January 27th. See John if you are interested in taking advantage of this great opportunity. For our Seniors it is worth noting that if you plan on attending a career and technical program after graduation you may qualify for the new *Alaska Performance Scholarship* with a score of 5 or better on the *WorkKeys*. I have published an informational sheet on *the Alaska Performance Scholarship*, which contains information that outlines *SAT/ACT* score minimums and *GPA* minimums for qualifying for this scholarship if you plan on attending college after graduation in this newsletter. If you have additional questions please see John.

Also, please keep in mind that December 16th is the last day of school for the first semester, please help your child to remember to turn in any missing assignments or projects prior to this date.

Finally, I would like to thank Steller teachers for a wonderful and productive first semester, to acknowledge our parent volunteers for all of their hard work supporting our school, to praise our Building Plant Operator, JayBee for an amazing job of keeping our building in top condition, Elizabeth for an absolutely superhuman job in our front office, our Special Ed TAs for their hard work and Ferny for making our building sparkle. To all of you I wish the merriest of holidays and the happiest of New Years.

Steller's New Secretary



Hi. My name is Jamie Michaud (Me-show). I am fairly new to the Anchorage area. I moved here in May 2009 with my husband, who is in the US Air Force and my dog, Guinney, who is the cutest Boston Terrier in the world.

I enjoy reading, shopping and reality TV shows. I have been involved in clerical type work for the past 10 years and I hope to use my skills to support the staff, students and parents of Steller Secondary.

Please stop by and say HELLO!

Registration for 2nd Semester January 3, 2011 8-11:00 AM

Schedule:

8:00-8:20am	8th/12th graders meet with advisor
8:20-9:00am	8th/12th graders register
9:00-9:20am	7th/11th graders meet with advisor
9:20-10:00am	7th/11th graders register
10:00-10:20am	9th/10th graders meet with advisor
10:20-11:00am	9th/10th graders register

The 2011 Spring Semester Course Schedule can be found later in this newsletter.

Counselor's Corner

As was reported in last month's Ole Steller Yeller, Steller Secondary School and Barnes and Noble hosted its fourth annual "Banned Books Read-Out-Loud" at Barnes and Noble on Saturday, October 2, 2010. In conjunction with this year's Banned Books Read-Out, Barnes and Noble also hosted a Book Fair for Steller at their flagship Northern Lights store on the same day. Many Steller students and staff helped encourage shoppers to mention "Steller," at the check out through sharing their particular talents. In fact, Steller raised over \$750.00 thanks to all the support

and hard work from our community. Thanks to everyone for supporting this successful event! The money will be used to expand our English department library, and some memorable photos from both events that day follow.

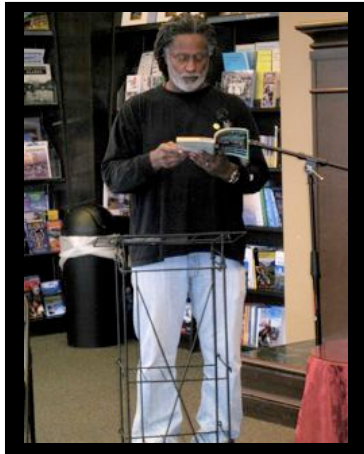
Enjoy!

Linda Samorajski, MSCP
School Counselor and
School Business Partnership Coordinator

Steller's 5th Annual Banned Books Read-Out and Book Fair



Steller Seminar and English teacher Danielle Sjoden, sophomore Emily and her mom Kathy are all smiles at the conclusion of this year's Banned Books Read-Out event. Danielle's Banned Books literature class this quarter prompted the greatest turnout in the Banned Books Read-out history. Over 30 students, parents, and faculty from the Steller community came together to passionately share their support for our freedom to read, which is still challenged throughout our country on a continual basis.



Harlod Green, our principal, read from the seminal classic *Their Eyes Were Watching God* by Zora Neale Hurston during Steller's Banned Books Read-Out.



Linda Samorajski, events coordinator, reminds shoppers to "say Steller," at the check-out during the Steller Bookfair on October 2, 2010.

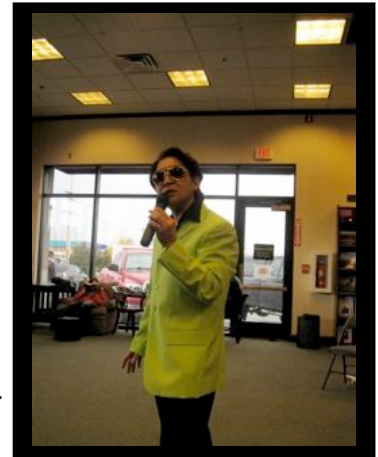
Seventh grader Jonas on saxophone during the Steller bookfair. This talented student also played violin and mandolin to the delight of Barnes and Noble customers as well!



Sophomore Lorryn, an accomplished flautist, shared several classical selections with Barnes and Noble patrons.



Local television news anchor, celebrated morning show host, and Steller parent Lauren Maxwell shared a stirring rendition of *The Color Purple* at the Banned Books Read-Out.



Even Elvis made a special guest appearance during the Steller Bookfair and Banned Books Read-Out! Rumors that it was really Steller Teacher Dennis Arashiro remain unconfirmed...



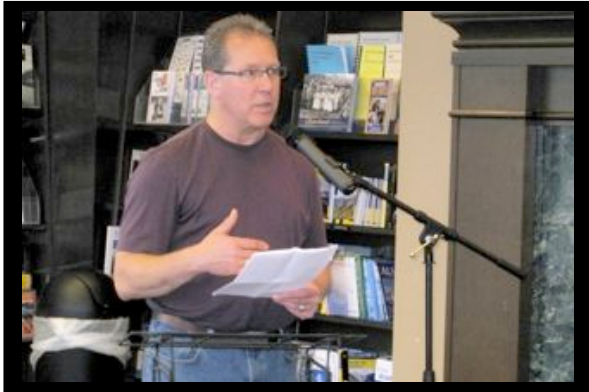
Art Teacher Alayne Tetor and Senior Kaelyn offered complimentary face painting by example to Barnes and Nobles customers during Steller's Bookfair and Banned Books Read-Out on Saturday, October 2, 2010.

Sophomore Chandler reads a selection from *The Giver* by Lois Lowery during the Fifth Annual Banned Books Read-Out at Barnes and Noble.



Juniors Cai and Krystal entertained an enrapt audience with an amazing acoustic set at the Steller Barnes and Noble Bookfair on Saturday, October 2, 2010.

Senior Max explains the myriad reasons for *1984*, his banned books choice. Max has participated in Steller's Banned Books Read-Out since its inception four years ago.

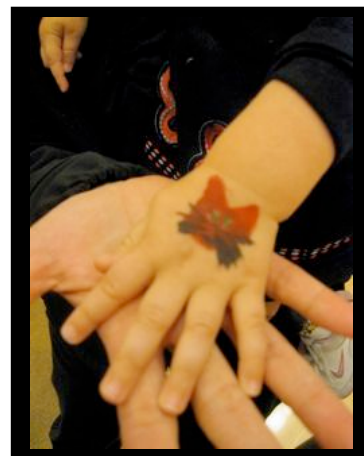


Social Studies Teacher Ken Varee shared a lively excerpt from *Huckleberry Finn* with an eager Banned Books audience.

Eleventh graders Meghan and Corey wait patiently for their turn to read. Due to the "standing room only" crowd at the Banned Books Read-Out, many students waited while sitting on the floor next to the stacks, but no one seemed to mind!



Stellar Art Teacher Alayne Tetor read from *The Fountainhead* by Ayn Rand. Although the manuscript was initially rejected by 12 publishers, more than 6.5 million copies of the book have been sold worldwide.



Even the tiniest of customers were treated to face and hand painting by Alayne's creative crew!

Staff Corner: All Community Meeting Review

The ACMtg took place on the 18th of November. Participants took part in three 20 minute, rotating sessions themed on the topics below . Here is a brief summary from each committee:

Senior Projects: **Senior Projects/Passages: Past, Present and Future**

Family Communications:

There were several reoccurring themes:

- ∞ create a survey for parents to fill out. How are you feeling about Steller. What is right what is wrong. Parent group to select and create the questions. Survey to be given twice a year.
- ∞ Short Advisor positive phone call to parents a few times a year.
- ∞ assign homework that requires students to talk to family members
- ∞ have a joint advisory meeting with students and parents, this would allow parent to meet their child's advisor.
- ∞ Parent orientation, explain everything about Steller. What is a parent group meeting, an advisory, all school? give descriptions of all of the events and special programs.

Advisory Handbook: Jen and Danielle gave a bit of background on the development of the Advisory Group Handbook. Parents and students were able to review the handbook and give feedback on particular topics, including credit counting and communication. Jen and Danielle will consider the feedback from the three sessions when they revise the handbook next semester.

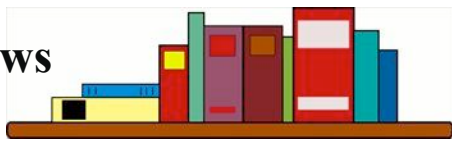
Teacher Recruitment: Ideas generated to recruit teachers include advertising on public tv/radio; posting pertinent, educational materials on our website; collaborate with the preservice teacher programs within the state university system and APU; develop a marketing plan for recruitment!

Strategic Plan Update: **How far have we come and where are we heading?**

People who dropped by to check in on strategic planning heard that an ad hoc committee of parents, teachers and our principal began to meet in October to do an informal review of the progress made on the Steller 2006 – 2010 Strategic Plan. Participants heard that more parents and students are needed and welcome at the meetings that are being held about once a month on Friday afternoons. They also got to check out the plan, hear about the review, how it had been developed initially and discuss some of the ideas for developing our next five-year strategic plan. These future focus areas include: student retention, parent/family communication, senior projects, advisory groups, teacher recruitment and retention, exit surveys, and facility enhancement.

Please feel free to contribute ideas, time and energy as we deal with these issues throughout the year. Your participation at Advisory Board, All Community Meetings and Parent Group is vital to our growth and continued excellence . We look forward to working together with you!

Library News



Thanks to Sara Klever for donating a set of Harry Potter books. Our first set was worn out or disappeared.

The ASD adopted a new library computer program this year and we are slowly learning how to use it. Many students have overdue books, and I'm asking your cooperation in returning them to the shelves. There is no penalty for overdues, but if the book is lost, it must be replaced. In January overdue notices will go out and we will locate books from first semester. If you would like to check your account, log on to the Steller library site, <http://stellerlibrary.wikispaces.com/> click on the Steller library Catalog, and set up an account using your student number and pin which is the last 4 digits of your student number.

If you are using the library during intensives, please thank the volunteers making this possible. Karen is out of town, and these parents care enough to give extra time and keep the library open. Regular volunteers, Beth Rademaker, Chris Lutes, Danni Koenig, Dionne Wills, Jamie Fernandez, Jennifer Straub, Michelle Meyer, Rebecca Johnson, Sara Klever and Sue Nitisaporn, with special morning helpers, Jacqui Bohlken, Jeannie Bench, and Dawnell Smith and another unnamed person...I hope, we have openings at the time of publication. I also want to thank several people who rise to the occasion and sub on short notice when openings occur. Sue Monsen, Andromeda Lax, Lori Ostrosky and Alice Meyers are some of them, if I have forgotten someone, please forgive me. Steller is blessed with wonderful involved parents who give so many hours to the library.

There are new chairs and computer tables in the library. Soon we'll get new round tables and a bookshelf as well. They will brighten the room, and everyone now has a comfortable place to sit.

Dear Seniors,

In order to properly prepare your senior half page for publication you must take a senior page template from the office, put your personal artistic touch on it and then give the hard copy or a digital copy (jpeg) to the yearbook staff. You get a free half page and have the option of purchasing a separate full page for \$100, in total you would end up with a page and a half if you choose this option.

Personal Touch defined:

1. You will end up turning in a "hard copy" meaning you have cut, trimmed and pasted photos on to the template. The Jostens rep has informed us that they will scan these "hard copies" at the plant.
2. Alternately you may submit an entirely digital jpeg of your page. This entails you scanning any paper photos and designing your page to the specifications on the template.
3. After completing either of the above options, be sure to turn in your senior page to yearbook prior to Monday, December 13th. Yearbook must have everything by the 17th in order to ship on time. Having the pictures by the 13th will give us time to fix any problems with your template.
4. Questions? Please check with Julie Adelman, Mary Young or Svetlana.

Thanks,
xoxo
Yearbook Staff

Nurse's Notes

CPR Anytime Training – The Big Wild Heart of Alaska: Training Tomorrow's Heroes!



Steller 8th grade students joined 8th grade students across the school district and the nation in November by participating in CPR training and learning the basic skills necessary to save a life. This is the second year 8th grade students at Steller Secondary have participated in the program made possible through grant funding, the American Heart Association, the Anchorage Fire Department, and the Loren Marshall Foundation.

The mission of the program is to increase the number of bystanders in Alaska who are able and willing to perform lifesaving CPR in an emergency, as early bystander CPR more than **DOUBLES** survival rates. The American Heart Association found that CPR Anytime trainees “tend to have better overall performance” than those who were trained in a traditional 2 hour CPR course. One of the amazing things about this program is that each and every student received a training kit, which included the training video and an inflatable CPR manikin (a \$60 value!!! for FREE!!!). CPR Anytime focuses on “PUSH HARD, PUSH FAST” and no longer has an emphasis on coordinating breathing with chest compressions; although, training on when to provide rescue breathing is still covered.

Students were expected to go home and share what they learned with adult family or friends (training as many people as possible) then return the training log with a parent/guardian signature. The idea being, that one person can train several others. Furthermore, nearly 80% of cardiac arrest occurs in the home and is witnessed by a family member. By training families, we hope to reduce the 325,000 deaths that

occur each year due to cardiovascular disease and sudden cardiac arrest.

Students were offered extra credit in Health (either semester class) and were eligible to be entered into a drawing for an Ipad Nano/touch, movie tickets, and an iTunes gift card. Unfortunately, only 15 students returned the log (YIKES!!!). It is very important for students to still return this log so the data related to number of people trained can be supplied back to the American Heart Association and this program can continue to be apart of the 8th grade Health/PE curriculum.

The day of training went well and all students were very receptive to the training, participated well, and seemed to truly enjoy the afternoon. Please take some time to talk with your student about the CPR anytime training and review the 20 minute DVD with them, even if you have CPR training yourself, it is a good review for them and you. Students will still be eligible for the Health 8 extra credit if the form is returned before December 16th, 2010.

Food Donations

A great big THANK YOU to all the families who have donated food items so far this school year. It is greatly appreciated by the many Steller students who come in needing a blood sugar pick-me-up or forget to bring a lunch.

Nurse Wendy

Health Alert

More Bed Bug Information can be found on this website:

<http://www.epi.alaska.gov/id/dod/bedbugs/default.htm>

Steller School Nurse Wendy / Gerald / Danielle Teacher 6th Period _____ Student
11/16/10 Date 11/22/10 Return by date _____ Additional # of people trained _____

CPR Anytime Training
The Big Wild Heart of Alaska



DID YOU KNOW?

Each year, cardiovascular disease and sudden cardiac arrest claim the lives of 325,000 Americans before they reach a hospital.

Almost 80 percent of cardiac arrests occur at home and are witnessed by a family member. Currently the survival rate of cardiac arrest victims is approximately 6.4 percent.

CPR can double a victim's chance of survival by maintaining vital blood flow to the heart and brain until more advanced care can be given.

Dear Parent or Guardian,

Today your child participated in CPR Training utilizing the American Heart Association's CPR Anytime for Family and Friends Personal Learning Kit. This program is designed to teach CPR in just 22 minutes to individuals who do not need certification. The advantage of this method of training is that the kit can be used to train multiple individuals.

The goal of the program is to train as many individuals as possible so they can save a life in an emergency. Your child has been asked to take their kit home to share with as many family and friends as possible.

In order to track the effectiveness of the program and the total number of individuals trained in your community, we need the additional individuals trained by your child to sign in the space provided at the bottom of this form. We would like to enlist your help in ensuring the form is completed and returned to your child's teacher as soon as possible.

This training is being provided at no cost to your child through the generosity of: Providence Health Systems, Medtronic Foundation, and Alaska Cardiovascular Research Foundation.

Anchorage Middle Schools - Big Wild Heart of Alaska / LME

Name / Signature AGE Phone #

Please have those you train sign below. Use the back of the paper for additional signatures if needed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Parent signature _____

Nutrition Nuggets

Food and Fitness for a Healthy Child

January 2011

Anchorage School District
Health Services

BEST BITES

Learn from pets

If you have a pet, consider putting your youngster in charge of feeding it. Show her that a dog, cat, or hamster needs healthy food in just-right portions and water all day long—just like she does. And when she walks the dog or watches a hamster run on a wheel, point out that pets need exercise—again, just like she does!

Vegetable couscous



Combine a healthy grain with vegetables for this quick side dish. Dice 2 carrots, 1 onion, 1 bell pepper, and 1 zucchini, and sauté in a little olive oil for 5 minutes. Season with garlic salt and lemon-pepper seasoning. Stir in 1 cup couscous and 1½ cups chicken (or vegetable) broth. Remove from heat, let stand 5 minutes, fluff with a fork—and serve!

DID YOU KNOW?

Ice skating builds endurance, tones muscles, and provides an aerobic workout. Plus, it's fun! Take your family ice skating at an indoor or outdoor rink or on a safely frozen pond. Consider low-cost lessons at a community rink to build your child's skills and self-confidence.

Just for fun

Q: What can you serve but never eat?

A: A tennis ball.



The breakfast habit

Making time for breakfast on busy mornings can be a challenge. But eating a healthy breakfast will give your child the energy he needs after sleeping—and fasting—all night. After all, breakfast literally means to *break the fast!*

Here are easy ways to build a daily breakfast routine.

Get started the night before.

Have your child set out plates, bowls, silverware, glasses—and even cereal boxes. Also, he can choose his clothes and pack his backpack. Meanwhile, you can get a jump on breakfast by hard-boiling eggs or mixing up (and refrigerating) pancake batter. These steps will save minutes in the morning when you're trying to get to school and work.

Create family time. Sit down together for breakfast, even if it's only for a short while. Keep the conversation light and friendly, perhaps talking about the day ahead. If your child is too sleepy to talk, you could just let each person read a section of the newspaper. The important thing is to be together and eating breakfast.



Vary the options. Whole-grain cereal with fat-free milk is healthy and quick—try bumping up the nutritional value by sprinkling on wheat germ, dried cranberries, or chopped nuts. Keep breakfast interesting with other kid-friendly foods, too. Examples: mini bagels with peanut butter, leftover pizza, and yogurt layered with granola and fruit.

Note: School breakfast is another good choice, especially if you have to be at work early or if your child goes to before-school care or would enjoy eating with friends. ●

Active, all by myself!

Does your child tend to be more active when she has a friend over? Encourage her to get exercise when she's alone, too, with suggestions like these:

1. Draw a hopscotch board on the sidewalk, and practice.
2. Time yourself in short races.
3. Hop on one foot across a room and back.
4. See how long you can keep a hula hoop going.
5. Move a different way through each room of the house (skip, jump, roll).
6. Learn to twirl a baton, and twirl while marching to music. ●



Dealing with food allergies

Having a child with food allergies can be worrisome. Teach your youngster to take charge of her allergy, and you'll both feel safer when she's away from home. Consider these ideas:

- Make sure she knows exactly what she's allergic to. Teach her "code words" to watch for on food labels. For example, if she has a peanut allergy, she'll have to watch for peanuts, peanut oil, ground nuts, mixed nuts, peanut flour or the words "may contain nuts." Also, point out how peanuts can show up in obvious foods (peanut butter) but also sometimes in other items



(cookies, chili, spaghetti sauce, and Thai or Vietnamese foods).

- Help her handle school meals by reading the cafeteria menu with her and discussing foods to avoid. *Idea:* Talk with the cafeteria manager about menu items or ingredients to watch for. Also, remind your youngster never to share food with classmates. And identify school staff (teacher, school nurse, cafeteria aide) who can help her in an emergency.

- Encourage your child to ask questions when she is at friends' houses or restaurants. She should explain the situation and ask about ingredients. ("I'm allergic to wheat. Is this food made with any wheat products?") If her host isn't sure, your child can just say, "No, thanks." ●

Q & A Buy organic?

Q: I've read that organic fruits and vegetables are healthier—but they're expensive! Is it really necessary to buy organic?

A: Some people prefer buying organic to cut down on the chemicals they eat. You can make choices that will make the most difference for your money. For example, pesticides aren't as likely to get through produce that has thick or removable coverings. So you could continue buying regular bananas, avocados, onions, corn, pineapples, mangos, melons, grapefruit, and oranges, for instance.

On the other hand, more pesticides get through fruits and vegetables with edible or thin skin. So you might choose organic for celery, apples, strawberries, bell peppers, greens (lettuce, spinach, kale, collard greens), or cherries.

Note: Whether you buy organic or conventional produce, wash all items (even melons) thoroughly before eating. ●

OUR PURPOSE

To provide busy parents with practical ways to promote healthy nutrition and physical activity for their children.

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ACTIVITY CORNER

Balloon games

To help your child blow off a little steam inside the house on a cold winter day, just blow up a few balloons. Then, try games like these.

- Hit a balloon back and forth to each other. Reach, run, and dive to keep the balloon in the air. *Variation:* Catch the balloon and throw it back.
- Have each person bat his own balloon in the air. Count how many times you hit it before it touches the ground. Who can keep his balloon aloft the longest?
- Tie a 4-foot string to a balloon, and tape the end of the string to the ceiling. Play tetherball by hitting the balloon in a circular motion toward the other player. That player then hits it back to you in the opposite direction. ●



IN THE KITCHEN

One-dish meals

Having a whole meal in one dish is an easy way to put dinner on the table, especially with these two do-ahead casseroles.

- **Tortilla bake.** Sauté 1 diced onion about 5 minutes, and stir in 1 grated zucchini, 1 can black beans (drained and rinsed), 1 can drained diced tomatoes, and 1 cup frozen corn (thawed). Cook until hot. Cover the bottom of a 9x13 inch baking dish with corn tortillas, and top with half the vegetable mixture, ½ can low-sodium enchilada sauce, and ½ cup low-fat

shredded cheddar. Repeat the layering. Bake at 400° about 25 minutes, until the cheese melts.

- **Chicken and broccoli.** Spread 1 cup cooked brown rice in a casserole dish. Add fresh broccoli pieces and shredded rotisserie chicken. Mix 1 can cream of mushroom and 1 can cream of chicken soup (both low-sodium varieties), and spoon half the mixture on top. Repeat the layering (rice, broccoli, chicken, soup mixture). Bake at 375° for 45 minutes. ●



Dear Parents,

Yearbook needs out of school activity pictures, anything from volunteering to Gifted Mentorship's to jobs to sports. If you could prod your teenager into taking a few pictures of them at said activity that would be wonderful.

Thanks.
The Yearbook Staff

Advisory Group

It has come to our attention that not all families are receiving emails from their child's Advisory Group Parent Liaison when emails are generated. If you are not receiving emails/notifications please contact your Advisor with an updated email address that they can pass on to their Liaison on your behalf. Thank you!



After-School Program at Steller

I am happy to announce that Steller will offer a Chinese Language class as part of our growing after school program. This class that is taught by a Chinese instructor from UAA's Confucius Institute will begin on January 11, 2011.

The class that is being taught is the same one that is being taught at UAA as a not for credit class. This means that this class too is not for credit. Those taking this offering should not take it expecting to get credit. I am working on a way that students may be able to earn P/F credit in a World Language but at this time that is not a certainty.

We currently have 15 students enrolled in the class [15 is the maximum].

Students, please inquire as the date nears for beginning of the class in case someone has decided not to attend. There is sign up sheet near the whiteboard; if you put your name on that list you will be added to a wait list.

The Confucius Institute instructor's name is Ms. Xiaojun Fan. The class will meet twice a week [Tuesday and Thursday] from 2:15 to 3:00 in relo 2. I might also add that the Confucius Institute is supplying the teacher and the materials at no cost to Steller.

I have attached a description of what you can expect to be taught in this class.

H. Green
Principal/Steller

After-School Chinese Language Program

At: Steller Secondary School

Steller has been offered a unique opportunity - hosting an after school **Chinese Language class** through the University of Alaska. If we move forward with this opportunity please be aware that there is no credit being awarded by **UAA** for this class. There may be an opportunity to get Pass/Fail credit through Credit Choice in a world language. This is still being formalized. Below is a detailed description of the program and rationale for the program.

China is the most important trading partner with the US in the past decade. As Mandarin Chinese becomes one of the fastest growing foreign languages in the US, it is vital for Alaskan children to prepare themselves for the 21st century and keep up with the rest of the nation.

The **UAA Confucius Institute (UAA CI)** will be able to offer a 2-year after school program of Chinese at Steller Secondary School for students in grades 7-12.

Program Description

UAA CI offers a two-year after school language and culture program for students to get started on learning **Chinese**. The program set up is based on the **National Standards for Foreign Language Learning**.

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

The language class should be offered **at least twice a week for 45-50 minutes**. The ideal size of a language class is **15-20 students**. If there are more than 20 students enrolled in the program, **UAA CI** can offer two classes of the same level at a different date and time. Cultural workshops (e.g. Chinese painting, Chinese traditional music, etc) will be offered once a month at different times as a supplement to the language course.

The focus of this program is language for communication in real life situations, building a foundation for continued learning in the target language. The goal is to facilitate the student's ability to communicate, interact, and negotiate meaning in the Chinese language. The textbook is designed to help develop students' proficiency in all four-language skills in **Mandarin Chinese** (listening, speaking, reading and writing) as well as in developing cultural awareness.

First year Mandarin Chinese will include such topics as: pronunciation and tones; Chinese character components and stroke order; greetings and introductions; naming family titles; food and school life; telling times, dates, and counting numbers; expressing feelings; asking favors, directions, price; talking about hobbies; social conventions and cultural background.

Second year Mandarin Chinese will cover the topics including friends, houses, shopping, environment and health, fashion and entertainment, traveling, etc.

Learning Outcomes:

Students who successfully complete this program will be given the opportunity to improve their ability to:

1. **Acquire the basic four skills of Chinese language learning:**
 - a) Listening: understanding simple everyday conversation with repetition;
 - b) Speaking: handling some survival situations with appropriate expressions and repetitions;
 - c) Reading: reading simple, short texts;
 - d) Writing: writing some Chinese characters and short sentences learned in class.
2. Acquire knowledge of Chinese grammar sufficient to carry out the above functions.
3. Acquire general knowledge of the Chinese culture and the Chinese people.

Cultural Events:

When opportunities arise, the **UAA CI** will bring Chinese cultural events and Chinese performing arts troupes to Steller to give performances or workshops.

PSAT/NMSQT Results Available Soon!

Students can get their 2010 PSAT/NMSQT Score Reports Mid-December 2010 by accessing [My College Quickstart](#)

While you're there you take a look at the really great resources that will answer a number of questions for students and parents available at [College Board](#):

College Board Tests	Plan for College	Find a College	Apply to College	Pay for College
SAT®, Subject Tests PSAT/NMSQT® AP®, CLEP®	My College QuickStart™ Seniors, Juniors Sophomores	College Search Compare Colleges Careers and Majors	Application Calendar College Essays College Guide	Scholarship Search CSS/PROFILE® Education Loans

PLAN Results Have Arrived.

PLAN is a curriculum-based, nationally normed assessment developed by ACT for tenth grade students. It is designed as a midpoint review of academic progress in high school while there is still time to make any necessary interventions to keep students on track toward their educational and career goals. Whether students plan to go to college, vocational school or directly into a career, PLAN provides information that will be useful in the selection of courses to be taken in their junior and senior years in preparation for their career of choice.

Now what? The information available to students and parents is very useful as more, and more, thought is going to be invested in plans for after high school.

This is where the results from the Plan will play a big role when choosing classes, being aware of your academic strengths and areas needing improvement, considering different career goals, thinking about college majors, etc:

If you have any questions or would like more information contact John Stahl in the Guidance Office.

Resources

- * [PLAN Information Handout](#)
- * [ACT's PLAN Website](#)
- * [World-of-Work Map](#)

PLAN Interpretation

- * [Using Your Plan Results](#)

College Entrance Exams Testing Schedule

Steller Secondary School Code: 020007

ACT

Test Date	Registration Postmark Deadline	Late Registration Postmark Deadline
February 12, 2011	January 7, 2011	January 21, 2011
April 9, 2011	March 4, 2011	March 18, 2011
June 11, 2011	May 6, 2011	May 20, 2010

[ACT Registration & Information: www.act.org/aap/](http://www.act.org/aap/)

ACT Test Fee: \$33.00

ACT Test Fee w/ Writing Assessment: \$48.00

Late Fee: Test Fee+ \$21.00

Standby Fee: Test Fee + \$41.00

Testing Locations: Check on ACT web- site

SAT

Test Date	Registration Postmark Deadline	Late Registration Postmark Deadline
SAT I & II		
December 4, 2010	Nov. 5, 2010	Nov. 19, 2010
January 22, 2011	Dec. 23, 2010	Jan. 7, 2011
SAT I Only		
March 12, 2011	Feb. 11, 2011	Feb. 25, 2011
SAT I & II		
May 7, 2011	April 8, 2011	Apr. 22, 2011
June 4, 2011	May 6, 2011	May 20, 2011

[SAT Registration & Information: www.collegeboard.com](http://www.collegeboard.com)

SAT Test Fee: \$47.00

SAT II Test Fee: \$21.00 + \$10.00/subject

Late Fee: Test Fee + \$24.00

Standby Fee: Test Fee +\$41.00

Testing Location: Check on SAT (College Board) web-site

To Do's:

The really great thing about being a freshman is all of your choices are in front of you.

the choices you have and the decisions you make can get you to where you hope to be.

Freshman Year - Beginning to End:

<input type="checkbox"/>	Meet with John in Guidance Counseling to go over your 4-year course schedule. Be sure to keep him updated throughout high school as you make decisions about the colleges and majors you're thinking about.
<input type="checkbox"/>	Frequently check in with counselors, advisors, and teachers to stay on top of any special programs of extracurricular activities available.
<input type="checkbox"/>	Make a list of your academic and personal goals. Revisit and revise your list as you become more aware of your specific plans.
<input type="checkbox"/>	Get to know the people who can help you most: advisors, teachers, counselors, and/or administrators. At some point you may need recommendations for summer programs, scholarships, and college applications (even future job applications!) Watered-down, generalized recommendations from individuals who hardly know you and aren't able to provide personal insight don't help.
<input type="checkbox"/>	Check out the web sites of your 'dream' colleges, 'ideal' majors, and "perfect" jobs. What's it going to take to get admitted, to get hired? Are you taking the right courses in high school? How many years of math, language arts, science, and foreign language will you need?
<input type="checkbox"/>	Register at the college web service sites: www.review.com , www.students.gov , www.collegeispossible.org , www.collegegold.com , www.collegefunds.net , www.brokescholar.com , www.knowhow2go.org . Along with access to information on the site, you will be put on mailing lists for other important college material.
<input type="checkbox"/>	Read newspapers, bulletin boards, even junk mail! Keep your eyes open for cool activities or opportunities such as summer programs, camps, academic or sports contests, jobs, or volunteering.
<input type="checkbox"/>	Create a file – even a milk crate and some files – it doesn't have to be pretty or expensive. Keep all your important papers, grades, newspaper clippings, magazine articles, names/phone numbers of people you come into contact with who you will want to remember, notes to yourself...whatever in one place where you can always find them.
<input type="checkbox"/>	Start a Portfolio so you can keep track of your activities, volunteer work, jobs, and contact people. Write down the experiences you have, the good and the bad, what you liked and didn't like. This will gradually start to reveal some real important insight to help you discover your interests, passions, desires, etc.
<input type="checkbox"/>	Find some fun and interesting ways you can volunteer. It's best if you can find a couple you can commit to throughout high school.
<input type="checkbox"/>	Start learning about, and doing, scholarship searches. It is definitely not too early. Although there are tons of them, a good place to start is: www.fastweb.com
<input type="checkbox"/>	Begin the conversation with your parents: how much money, if any, do they think they will have available towards your college education. Don't be discouraged if it isn't a lot...this isn't a problem if you plan ahead.
A few pearls of wisdom that will make the road less bumpy along the way:	
<input checked="" type="checkbox"/>	Colleges, volunteer opportunities, scholarships committees, employers WILL look at your Facebook and My Space pages.
<input checked="" type="checkbox"/>	Every adult may have some influence regarding your success some day. A complete stranger who sees you do something kind for someone may end up being the person you interview with for the job you really want...who knows? Of course the opposite can be true too!

To Do's:

Sophomore Year - Beginning to End:

You may not have a clue yet, exactly what you will be doing after high school, hardly anybody in 10th grade is absolutely sure. In the mean time take challenging courses, get good grades, do everything you can to be the best candidate you can be.

The doors will stay open and you'll end up with a lot more options...then you can figure it out.

- Sign up for the PSAT. This is the practice round...the real one happens for juniors and seniors.
- Take the Plan Assessment and go over the results. You'll find some very revealing information you may not have even known about yourself: what you're good at, different careers you may have the skills and personality to do, college majors that would be a good fit for you, and so on.
- Focus on your GPA. Take the most challenging courses, there is no such thing as too much math, science, foreign language, etc.
- Narrow down your extracurricular activities to two or three that you'll do throughout high school, can get good at, and may pursue in college.
- Start a list of colleges that interest you. Be sure to go to the college fairs and visit colleges on their Preview Days. Any exposure to the admissions people will help you develop the exploration and application 'language'. Go on to college web sites and take their virtual tours...give the colleges a "test drive".
- Take the personality / interest inventory through AKCIS, ASVAB, College Board for some very valuable help determining colleges and majors. They're fun to do, they're free, and they provide a wealth of information. If you still want more insight, or need help figuring out what to do with the feedback, come and see me in the office.
- Plan your summer ahead of time. Find programs and camps to attend, think about what volunteer opportunities you may want to do, don't wait until summer is here. All the great positions will be filled.
- Continue the scholarship search.
- Review for the PSAT, SAT, and ACT. You get to take them more than once if you want / need to. Save your money, there is a boat load of free help material on their web sites.
- Consistently be updating your records of activities, volunteer work, programs, classes, and traveling. File information you receive and gather about scholarships, colleges, tests, and programs. Remember the milk crate...you should be getting close to needing another soon.
- Review and revise your goals. You're older, more aware, you've explored personality and interest inventories, start taking a real close look at who you are.
- Think careers. Research, investigate, and interview people about their jobs. Consider getting into a mentorship.

More words to ponder:

- Ⓢ If you don't take the time to do something right the first time where will you find the time to get it right the second, third, maybe fourth time?
- Ⓢ The key to success in school isn't 'getting organized'...it's staying organized.

To Do's:

Junior Year - Beginning to End:

The summer before

- Make arrangements to visit the colleges on your short list. They often have 'Campus Visit Weekends' with planned tours run by students and admissions folks who would love to show you around their campus. There can't be enough said about the value of having admissions folks at a school meet you personally to be able to put a face with a name.
- Spend lots of time researching the colleges on your list of potential schools. Go to the web sites, bookmark interesting ones, and request information packets from their admissions offices
- Don't push the 'milk crate' under the bed. Any number of things you may do during the summer could add to your overall life experience and be worth including in your future applications. File everything away...You never know what may be helpful some day.

Throughout the year

- Pay attention to, concentrate on, and don't forget about the importance of your GPA. Take the most challenging classes possible and get the absolute best grades you can.
- Intensify your scholarship search. Keep track of specific deadlines and requirements, they do and there won't be any excuses for late applications.
- Attend career days, college fairs, and financial aid workshops. Unless you, or your parents, are independently wealthy or you have a close relative with a building named after him at the college you want to attend, these resources are essential.

Fall

- Meet with your guidance counselor early in the year and frequently after that. Be sure the classes you're taking are on the right track for the colleges and majors you're setting your sights on.
- Register for and take the PSAT. *This is the year it counts towards the National Merit Scholarship.*
- Talk to your coach if you want to play for a college team or apply for an athletic scholarship; see your counselor for an NCAA clearinghouse form if you want to play sports in college.
- Schedule dates to take the SAT and / or ACT tests. It's important to check with the colleges to see if they want you to take one or the other (never both and frequently neither will be required)
- Research financial aid programs now, before, the financial 'base' (senior) year begins
- Contact the US military academies NOW if you want to apply. Each academy has its own summer program that would be very helpful for you to take part in: <https://www.defencelink.mil/fac/bis/20.html>
- Look in to summer workshops and college courses for high school students. There are a number of them available and the college web sites will have descriptions and information listed.

There is no 'magic morning' when you wake up and KNOW what you want to do for the rest of your life.

You have to get involved...pay attention to what interests you...What you want is a 'rational feeling' based on the research, sound advise, and wisdom.

This is how you can get 'what you really want' and know the best way to get there.

Winter

- Review your PSAT results with your guidance counselor. The results will show you the areas you need to put more energy in to.
- Register for the SAT, ACT, and SAT II (subject) tests if the colleges you're considering require them. If you're applying for Early Decision, and you want to take them a second time, be sure to take the ACT and ACT again in June
- Decide what camps, programs, volunteer work, and classes you want to attend or take this summer.

Spring

- If the colleges or scholarships you're applying for require them, compile writing samples, collect information about yourself, and work on audition tapes
- Consider taking a summer class. You can start earning college credit by taking 'dual credit courses' or classes through APU or UAA.
- Enroll in AP classes and take AP exams for the AP classes you've completed.
- Look for a summer job. Try to get one related to a major you plan on pursuing. Colleges are impressed with students who have put thought into their efforts.

Summer

- Request applications for scholarships.
- Start to work on essays for college applications and scholarships.
- Zero in on those teachers, coaches, employers, individuals who know you well and will write 'glowing' letters of reference.
- Work on your resume.
- Start your application process if you're applying for Early Decision or Early Action.

Remember:

- 📌 College admissions folks rely heavily on your junior year classes and GPA. They want to see you taking more challenging courses – not easier ones. They want to see grades rising – not falling.
- 📌 Every extra constructive, productive thing you can do this year will make your life a lot easier as a senior and the application process more fruitful beyond then.

To Do's:

Senior Year - Beginning to End:

There is no 'magic morning' when you wake up and KNOW what you want to do for the rest of your life.
You have to get involved...pay attention to what interests you...What you want is a 'rational feeling' based on the research, sound advise, and wisdom.
This is how you can get 'what you really want' and know the best way to get there.

The summer before

- Stay focused on the goal. This is valuable time and needs to be used wisely. Volunteer, do something that challenges you, take a summer school course, participate in a summer program abroad... and as always, keep track of everything you do (to be filed in the milk crate).
-

Fall:

- Create your Master Plan with all the important dates and deadlines. Include college applications, test registration dates and test dates, scholarship applications, housing, and financial deadlines.
- Keep looking for scholarships. There will probably still be a lot of them to pursue & it's going to be in your best interest to keep applying for them.
- This is your last chance to take the SAT and/or ACT to have the scores included on upcoming applications.
- Request college applications, financial aid and housing applications.
- Make sure your high school transcripts and records are correct and up-to-date.
- Review your college plans and financial aid preparations with your counselor.
- Attend college fairs and financial aid workshops.
- Continue to visit colleges if possible. If you are even considering UAA or UAF, definitely go to their college visit days when they hold them.
- Ask for letters of recommendation from your teachers. There is a lot of good information about the best way to do this, see John Stahl if you have any questions
- Keep working on essays for college applications and scholarships. You need to have a solid foundation done and be very close to the final draft about now.
- Update, update, update, your resume and portfolio.
- Apply for 'Early Decision' or 'Early Action' if you are thinking that these are applicable to you.
- Send in your college applications. They need to be in the mail ASAP.

Winter

- Gather your tax information for the financial aid applications. Remember, your parents, guardians, need to get theirs in order as well.
- Register with FAFSA to get your pin number. This is another thing your parents need to do. Go to the fafsa.ed.gov website for more information.
- Fill out financial aid forms for your scholarships.
- Have your mid-year grades sent to colleges you have applied to.

Spring

- Decide on a college and notify the admissions office by May 1st of your decision. Notify other colleges of your decision that you will not be attending their school.
- Determine your financial needs to create your college budget. Look closely to reconfirm the sources of the money you need to maintain this budget.
- Determine if you are going to need a student loan and research the ones available based on your level of need.
- See your doctor for a physical and any necessary vaccinations. Colleges, especially if abroad or if you're planning on playing sports, will probably require them.
- Complete your housing and meal applications.
- Take your Advanced Placement Exams.
- Have your final transcripts sent to your college
- Expect to get your Financial Aid Packet back from college. This will give you more information regarding how much you will need to contribute and if you need to continue to negotiate a dollar amount with the college.

Summer

- Notify the college of any additional scholarships you receive. These dollar amounts will come off the amount the college is 'discounting' your tuition.
- Apply for a summer job, if your financial aid packet includes work study, you may be responsible for finding the job at the college. The 'best' jobs go first so get in there early and secure one you would enjoy doing.
- Review the classes you know you will be taking at college, get the books ahead of time, start reading assignments you will have in those classes.
- Take a deep breath. You have made it and are now officially a college student. Order an IKEA catalog, pack for college...congratulations.

More things to think about:

- 🕒 **Deadlines, deadlines, deadlines...** don't let a technicality trip you up. This is serious; colleges don't bend the rules because you're a day late with something.
- 🕒 **'Early Admission':** it's binding, you can't compare financial aid packets between the school that accepts you and others that you still like, you have to commit (and to just one school, they will compare lists).
- 🕒 **Don't get discouraged if your 'waitlisted' and don't give up...** let the school know you want in. Send more recommendation letters, call them, see if you can get another interview.

Anchorage School District

School Action Plan and Parental Involvement Plan

School: STELLER SECONDARY

Year: 2010-2011

Under the ASD's school accountability plan, a principal is required to submit a School Action / Parent Involvement Plan.

Requirement of all schools in AYP Level 2 or higher status: Each school designated as AYP Level 2 or higher with students whose SBA scores were proficient or above and whose scores have declined for any reason other than regression to the mean will receive data for the students who fit this criteria when it becomes available. At that time the principal will meet with staff to discuss the identified students. A plan to ensure that these students remain proficient in future years will then be developed and implemented.

Who was involved in the development of the School Action Plan?

- Parents (Non-District Employees)
 1. Alyse Galvin/parent committee
 2. Janice Banta/parent committee
 3. Jennifer Hall Jones/parent committee
 4. Michelle Brannon/parent committee
- Certified Staff
 1. Danielle Sjoden
 2. Harlod Green
 3. Jennifer Strauss
 4. Jennifer Wadsworth
 5. John Stahl
 6. John Stahl
 7. Linda Samorajski
 8. Natalie Foley
 9. Robert Vandergriff
- Classified Staff
 1. Elizabeth Wood
 2. JayBee deLara
- Other Interested Persons
- Students
 1. Aisha Miller
 2. Christopher Jenkins
 3. Iris Benson

In preparing this School Action Plan, what data was analyzed?

- State Assessment Data
- In-House Assessment Data
- Grade Distribution
- Drop Out Data
- Discipline Data

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- Attendance Information
- Parent Involvement
- Other

Briefly list 3-5 key findings from the School Action Plan development team's data analysis.

Key Findings supported by District measurement tools:

1. Steller's Peer climate survey ranked us at 3.69 which was significantly higher than the district's report of 3.07. While that number is very good we felt that we could do better. Within the SEL goal we addressed activities that would enable our peer climate ratings to rise in a positive direction by focusing on ways to increase positive interactions between our students and parents. We outlined some strategies that will enable us to provide more support to our students both in the classroom and at home.

2. In developing the 2010-11 writing goal we looked at SBA test results. We found that Steller's SBA test performance was among the highest in the district. Steller placed at the 90% range or better in contrast to the district's combined 78.99% which indicated to us that we were on the right path with our students. However, it also signaled that we must work even harder to maintain these levels. The goal we developed for writing is going to help us continue at our current level of success in writing and to raise those levels to an even higher percentage.

3. Thirdly, we looked at data from the HSGQE for our juniors and seniors. What we found was both our juniors and seniors scored in the 95% or more range. We considered our performance levels in detail. Because they were so high it necessitated a focused approach in developing appropriate goals for our students, staff and parents. Initially the thought was we do not have to do anything we are at the top of our game in terms of our performance. After much discussion, we agreed that we do need appropriate goals to in order to maintain or surpass where we currently rank. We decided the difficulty of the task did not lie with delivery of information it has more to do with taking for granted we will always do well. Anyone that follows competitive events knows that the surest way to fall short is to discount or under estimate the task at hand. I believe our goals indicate that we are committed to maintaining the level of success we currently enjoy. We realize that we must continue to have very high expectations, we must increase our efforts to incorporate our parents and we must never stop expanding our own learning.

Writing Goal

The following writing goal targets continuous and substantial progress:

Writing is easier if one is interested in the topic. It would make it easier to write if the topics were high interest and more relevant to the student. School-wide, teachers should make assessment of student's writing before and after each semester to gauge growth. Teacher's will provide an increased emphasis on basic grammar and punctuation in their writing classes especially in the composition classes.

Goal 1 aligns with the following ASD School Board goals:

- All students will graduate from high school prepared for postsecondary academic/vocational/career opportunities.

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- The achievement gap between racial, ethnic and economic groups in the highly diverse ASD will be eliminated through education that is accessible, culturally responsive, supportive of students and safe.
- ASD will partner with parents and the community for greater educational success for our students.
- ASD will manage effectively and efficiently all financial and human resources.
- All ASD departments will support the mission of the District with good customer service, both internally and externally.

The following action plan will be implemented to help meet goal 1:

1. Focus the monthly Curriculum Meetings on the writing goal and use the time to identify target areas for improvement (ARS).
2. Each teacher will integrate writing skills in their curriculum.
3. Advisors will focus part of the Student-led Conferences specifically on writing with attention to areas of strengths and weaknesses for each student. This will also be used as a time to set individual writing goals.
4. Hand out study materials and practice tests leading up to the HSGQE.

The following professional development activities will be implemented to help meet goal 1:

1. During the Curriculum Meetings, teachers will meet in Departments to discuss and develop ideas and strategies to advance the writing goal.
2. Formal training in using ARS to identify/target areas of need
3. Language Arts teachers will work with teachers in other curriculum areas to support integration of writing skills in content areas.

The following parent involvement goal targets the attainment of academic goal 1:

Steller volunteer parents will develop an informational flier to inform other parents of Steller's 2010-2011 school goals.

The following action plan will be implemented to help meet the parent involvement goal:

Parents will develop an informational flier to inform parents of Steller's 2010-2011 school goals. This will include a questionnaire/survey to elicit parent expertise/strengths/talents to support student learning associated with these goals before, during and after school. Subsequently, students will also be surveyed to assess their interest in these topics. Addressing the stated goal of identifying individual student writing strengths and weaknesses in advisory group and sending that home for parents to sign will get the job done.

The following formative assessments will be used throughout the school year to identify strategies and tools for informing whether adjustments in the goal 1 action plan are needed:

- Grade Mark Distribution
- Failure Rates
- In-House Assessments
- Anecdotal Observations
- Individual Reflections
- Group Reflections

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- Surveys
- Site Action Research
- Discipline Data
- Parent Involvement
- Other

Academic Goal 2

The following academic goal 2 targets continuous and substantial progress:

Compared to results from last years Alaska Standards Based Assessments, in Math performance, our school will reduce the percentage of non-proficient students for this year's HSGQE by at least 5%.

Goal 2 aligns with the following ASD School Board goals:

- All students will graduate from high school prepared for postsecondary academic/vocational/career opportunities.
- The achievement gap between racial, ethnic and economic groups in the highly diverse ASD will be eliminated through education that is accessible, culturally responsive, supportive of students and safe.
- ASD will partner with parents and the community for greater educational success for our students.
- ASD will manage effectively and efficiently all financial and human resources.
- All ASD departments will support the mission of the District with good customer service, both internally and externally.

The following action plan will be implemented to help meet goal 2:

1. Steller will supply study materials to the entire 10th grade student body prior to the HSGQE.
2. The math department will collaborate with the special education department by helping with study strategies and to create additional materials.

The following professional development activities will be implemented to help meet goal 2:

The math, science, and special education department will become more familiar with the topics covered in the HSGQE and will emphasize those topics when appropriate in their classroom; especially in those that contain 10th graders. Steller will target the 10th grade specifically since this test is crucial for them to graduate. By starting out with one group and seeing what we can do to help with their success, we will then use the same strategies to help with the other grades in the future.

The following parent involvement goal targets the attainment of academic goal 2:

Parents will develop an informational flier to inform parents of Steller's 2010-2011 school goals. This will include a questionnaire/survey to elicit parent expertise/strengths/talents to support student learning associated with these goals before, during and after school. Subsequently, students will also be surveyed to assess their interest in these topics.

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The following action plan will be implemented to help meet the parent involvement goal:

Addressing the stated goal of identifying individual student math strengths and weaknesses in advisory group and sending that home for parents to sign would get the job done.

The following formative assessments will be used throughout the school year to identify strategies and tools for informing whether adjustments in the goal 2 action plan are needed:

- Grade Mark Distribution
- Failure Rates
- In-House Assessments
- Anecdotal Observations
- Individual Reflections
- Group Reflections
- Surveys
- Site Action Research
- Discipline Data
- Parent Involvement
- Other

SEL or CRE Goal

The following Social Emotional Learning or Culturally Responsive Education goal targets continuous and substantial progress:

Comparing 09-10 results to 10-11, Steller Secondary School will improve student's perception of their school being a safe community for learning as evidenced by an increase in the peer climate rating on the School Climate and Connectedness Survey.

Goal 3 aligns with the following ASD School Board goals:

- All students will graduate from high school prepared for postsecondary academic/vocational/career opportunities.
- The achievement gap between racial, ethnic and economic groups in the highly diverse ASD will be eliminated through education that is accessible, culturally responsive, supportive of students and safe.
- ASD will partner with parents and the community for greater educational success for our students.
- ASD will manage effectively and efficiently all financial and human resources.
- All ASD departments will support the mission of the District with good customer service, both internally and externally.

The following action plan will be implemented to help meet goal 3:

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1. Steller will develop and implement a more focused curriculum through its counseling program, providing students with social management skills as outlined in ASD's Social Emotional Learning standards.
2. All school presentations will be developed to teach students ways to use positive communication and social skills to interact effectively with others.
3. Advisory group meeting discussions will focus on developing students' abilities to prevent, manage, and resolve interpersonal conflicts in constructive ways.
4. All-school community forums, will be provided, when appropriate, to allow students to respond in 'one voice' to problems and solutions related to developing and maintaining a positive school climate.

The following professional development activities will be implemented to help meet goal 3:

1. Participate in professional development and reciprocal classroom observations with colleagues focusing on language and practices that promote high expectations.
2. Bring in speakers for workshops on issues like teaching points, intellectual work and engagement strategies.
3. Work with the district in providing training in developing purposeful SEL objectives use of surveys to students, staff and parents.
4. Talk-arounds, which are community based activities to address systemic issues.

The following parent involvement goal targets the attainment of academic goal 3:

In an effort to explore opportunities for before and after school and to increase parent involvement in student learning, parents will develop an informational flier to inform parents of Steller's 2010-2011 school goals. This will include a questionnaire/survey to elicit parent expertise/strengths/talents to support student learning associated with these goals before, during and after school. Subsequently, students will also be surveyed to assess their interest in these topics.

The following action plan will be implemented to help meet the parent involvement goal:

Parents will develop an informational flier to inform parents of Steller's 2010-2011 school goals. This will include a questionnaire/survey to elicit parent expertise/strengths/talents to support student learning associated with these goals before, during and after school. Subsequently, students will also be surveyed to assess their interest in these topics. Addressing the stated goal of identifying individual student writing strengths and weaknesses in advisory group and sending that home for parents to sign will get the job done.

The following formative assessments will be used throughout the school year to identify strategies and tools for informing whether adjustments in the goal 3 action plan are needed:

- Grade Mark Distribution
- Failure Rates
- In-House Assessments
- Anecdotal Observations
- Individual Reflections
- Group Reflections
- Surveys

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- Site Action Research
- Discipline Data
- Parent Involvement
- Other

This is the plan is for communicating this SAP's goals and actions to students, parents, staff and community members:

To develop a communication program that all staff and community members embrace. This plan will provide public understanding and awareness of what Steller Secondary is and is not. To inform the community at large of the quality programs provided in Steller Secondary, programs that offer a quality alternative educational experiences for all students, We believe this plan will also help to establish a positive school climate one that promotes cooperation, family and community involvement.

Methods We Will Use to Attain the Goal:

- Newsletters
- School Generated Robot Calls
- The "Flash" (a parental information site managed by parents)
- School Generated Robot Emails
- Parent Group Meetings
- All School Meetings
- Advisory Board Meetings
- All Community Meetings
- Zangle Parent Connect, used by every teacher
- Student Advisory Group parent liaisons
- Evening activities sponsored by individual Advisory Group teachers
- Hosting Parent Forums

We will also continue to utilize tried and true methods of communication such as Open House, Back to School Night and Parent Teacher Conferences. We believe that getting the above message to as many families and community members as possible will strengthen existing connections as well as create new ones.

KCC

There are still openings in some courses at KCC.

Registration needs to happen right away if you're interested.

See John Stahl in the office for more details.



Severe weather conditions or other emergencies can cause a change in school schedules or cancellation of the school day. Although rare, changes and closures do happen. The decision to close schools or alter the schedule is not taken lightly. The district will make every effort to get the information out to the community via local media, internet and e-mail if a closure or delayed start should occur.

Who decides to delay or close schools due to inclement weather?

The district’s transportation director determines the status of school bus operations and road conditions by driving the roads himself and collecting data from Anchorage police, city and state road maintenance personnel, as well as ASD safety officers and maintenance personnel. The information is shared with the assistant superintendent of support services who discusses the concerns with the superintendent. The superintendent makes the final decision on whether to delay school starting times or close school altogether for the day.

When is the decision made to close schools or delay the start due to weather?

The superintendent makes a final decision between 4:30 and 5 a.m. on inclement weather days. If she decides to delay or close schools, the information will immediately be posted at www.asdk12.org, Twitter, Facebook, sent electronically to subscribers of ASD Direct, posted on ASD-TV cable channel 14 and shared with local radio and television stations.

What factors are taken into account when deciding whether to close schools?

Safety of students and staff is the number one priority when the decision is made whether to close schools. The superintendent must also weigh the effects a potential closure may have on the community. For example,

- Many parents must find immediate childcare or stay home from work for the day. In turn, the workforce across the municipality may be drastically reduced.
- The district has a limited number of snow days available for use before it is forced to add days to the school calendar.

- A closure may affect the critical, high-stakes testing and assessment calendar set by the state.
- Many students close to graduation need credit hours and lessons completed to earn a diploma. A closure may have a negative impact on their efforts.

How many snow days are included in the school calendar?

There are 182 school days each year. The state requires 170 “student contact days” meaning school must be in session. Regulations allow for an additional 10 in-service days. The district uses in-service days for teacher professional development, grade reporting, parent conferences and classroom set-up/take-down. That leaves two days that may be used for emergency closure days. Any closure that occurs after the exhaustion of those two days will require an adjustment to the school calendar.

What about non-weather emergencies?

Each school and administrative building has developed its own disaster and crisis plan that outlines how staff would respond in an emergency situation. Parents are encouraged to ask their school’s principal to review it at any time. Employees should talk to their supervisor. ASD is dedicated to providing a safe place to learn, work and visit. Emergency plan questions may be directed to each school’s principal or the district’s Safety & Emergency Preparedness office at 742-7800.

On inclement weather days, can parents keep their children home even if schools are open?

Parents are encouraged to use their judgment to determine what is best for their children. Parents and guardians should notify their children’s school of the excused absence.

Are schools closed? If they are, you can find out here:

<p>www.asdk12.org notice posted in red at top of site and in the district headlines</p>	<p>Twitter www.twitter.com/asd_closures</p> <p>Facebook www.facebook.com/AnchorageSchoolDistrict</p>	<p>ASD-Direct Sign up for notification e-mail at www.asdk12.org</p>	<p>ASD-TV cable channel 14</p> <p>742-4000 Automated phone recording</p>	<p>Local radio and TV stations Will broadcast the information throughout the morning</p>
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Eligibility

The Alaska Performance Scholarship is available to Alaska residents who graduate from an Alaska high school (public, private, or home school), on or after January 1, 2011, and:

- ∞ complete a rigorous high school curriculum
- ∞ achieve a high school GPA of at least 2.5, or equivalent
- ∞ earn a minimum score on college or career readiness test
- ∞ enroll at least half time, and remain in good standing, in an approved program at a qualifying Alaska institution
- ∞ have qualifying unmet costs of attendance after considering all other non-loan aid

Class of 2011

Members of the 2011 class must graduate from high school having successfully completed a curriculum that includes a minimum of five credits, combined, in math and science (with no fewer than two credits in each) to be eligible.

Class of 2012

Draft regulations by the Department of Education and Early Development establishing the curriculum requirements for the class of 2012 are open for public comment until 4 p.m. October 29, 2010. For more information and/or to read the proposed regulations, go to www.eed.state.ak.us/regs/comment.html. It is expected that regulations will be finalized in early December, 2010.

Class of 2013 and 2014

To be considered for eligibility high school freshman and sophomores (classes of 2013 and 2014) should choose a pathway and prepare to complete the full requirements set in statute.

- ∞ **Math and Science:** Four years of math, four years of English, four years of science, and four years of social studies (one of which can be substituted with foreign language, Alaska Native language, fine arts, or cultural heritage).
- ∞ **Social Sciences:** Three years of math, four years of English, three years of science, four years of social studies, and two years of the same foreign language or Alaska Native language.

How to Apply

To be considered for a 2011 Alaska Performance Scholarship award, complete your Free Application for Federal Student Aid (FAFSA) by June 30, 2011. When you list Alaska as your state of residency, information from your FAFSA is automatically submitted to ACPE - your state financial aid agency.

Award recipients must apply for and use any other non-loan aid they receive, such as state or federal grants or other scholarships, before applying an Alaska Performance Scholarship toward their remaining costs. The award recipient will not receive an Alaska Performance Scholarship amount that is more than the remaining costs of attendance.

Award Levels

First Level Award up to \$4,755 per year

high school *GPA of at least 3.5*
score of 25 on the ACT or 1680 on the SAT*

Second Level Award up to \$3,566 per year

high school *GPA of at least 3.0*
score of 23 on the ACT or 1560 on the SAT*

Third Level Award up to \$2,378 per year

high school *GPA of at least 2.5*
score of 21 on the ACT or 1450 on the SAT*

*Students entering a career and technical education certificate program can substitute WorkKeys scores of 5 in applied mathematics, reading for information

Alaska Performance Scholarship

An invitation to excellence, extended to students, parents and educators alike.

Fact Sheet

WHO can get the scholarship?

Alaska residents who graduate from an Alaska high school (public, private, or home school), in 2011, and:

- complete a rigorous high school curriculum, as defined by regulations
- achieve a high school GPA of at least 2.5, or equivalent
- earn a minimum score on college or career readiness test (21 on the ACT, 1450 on the SAT, or 5 on WorkKeys)
- enroll at least half time, and remain in good standing, in an approved program at a qualifying Alaska institution
- have qualifying education costs remaining after using all other non-loan aid (e.g. federal grants or other scholarships)

WHERE can the scholarship be used?

At any regionally accredited college or university in Alaska, or for approved career and technical education programs.

HOW MUCH is the scholarship?

There are three maximum award levels: up to \$4,755 a year, \$3,566 a year, and \$2,378 a year. Amounts are established based on a combination of minimum GPA and test scores. Students may remain eligible for up to eight semesters of enrollment, but must use the award within six years of their high school graduation year.

Funds can be used for qualifying costs of attendance certified by the postsecondary institution, which typically include tuition, fees, books, tools and supplies, room and board and transportation. Students must apply for and apply any other non-loan financial aid to pay their education costs first. Students will not receive more Alaska scholarship funds than the costs of attendance that remain after other aid is considered.

WHAT is required to get the scholarship?

Step 1) TAKE A RIGOROUS HIGH SCHOOL CURRICULUM:

The curriculum requirements are being phased in for the high school graduating classes of 2011 and 2012. Members of the 2011 class must graduate from high school having successfully completed a curriculum that includes a minimum of five credits, combined, in math and science (with no fewer than two credits in each) to be eligible.

To be considered for eligibility high school freshman and sophomores (classes of 2013 and 2014) should choose a pathway and prepare to complete the full requirements set in statute:

- **Math and Science:** Four years of math, four years of English, four years of science, and four years of social studies (one of which can be substituted with foreign language, Alaska Native language, fine arts, or cultural heritage)
- **Social Sciences:** Three years of math, four years of English, three years of science, four years of social studies, and two years of the same foreign language or Alaska Native language

Step 2) MEET THE GPA AND TESTING REQUIREMENTS WHILE STILL IN HIGH SCHOOL:

- For up to \$4,755 a year - a GPA of 3.5 and a score of 25 on the ACT or 1680 on the SAT*
- For up to \$3,566 a year - a GPA of 3.0 and a score of 23 on the ACT or 1560 on the SAT*
- For up to \$2,378 a year - a GPA of 2.5 and a score of 21 on the ACT or 1450 on the SAT*

*Students entering a career and technical education certificate program can substitute WorkKeys scores of 5 in applied mathematics, reading for information, and locating information.

Step 3) APPLY:

Complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1, 2011, and before June 30, 2011. Students applying to a school that is not FAFSA-eligible may use an alternate application available from ACPE.

After an initial award, students can continue to be eligible to receive awards for up to a total of eight semesters by:

- filing a new FAFSA or approved alternate application by the deadline each year
- making satisfactory academic progress as set out in regulations (including number of credits earned and college GPA, if applicable)
- staying enrolled at least half time in a qualifying program of study

WHEN will the scholarship be available?

Once the legislature appropriates funds, the high school graduating class of 2011 will be the first students eligible for the scholarships. The final funding level for the program should be determined no later than May 1, 2011.



Additional scholarship information available at AKadvantage.alaska.gov

**Questions? Call the GIFT Hotline, 565-GIFT,
or Food Bank of Alaska, 272-3663.**



Need help making the holidays merry and bright?
You can get the fixings for a festive meal PLUS toys for your children
up to age 14 on:

TUESDAY, DECEMBER 21
3 PM TO 8 PM

Parents: please make arrangements to leave kids at home or with a friend
Please go to one (and only one) of the following sites, depending on your zip code.

BRING PROOF OF ADDRESS & DOCUMENTATION OF CHILDREN* WITH YOU.

Anchorage City Church (100th and Minnesota) 99507, 99511, 99515, 99516,
99518, 99522, 99523, 99540, 99587

Spenard Recreation Center (2020 W 48th Ave) 99502, 99517, 99519

Fairview Elementary School (1327 Nelchina St at 13th) 99501, 99503, 99510,
99513, 99520, 99524

Congregation Beth Shalom (7525 E. Northern Lights Blvd near
Muldoon) 99504, 99509, 99521

Clark Middle School (150 N Bragaw St) 99508, 99514

Community Covenant Church (16123 Artillery Rd, Eagle River) 99505, 99506,
99577, 99567

*Child documentation includes birth certificates, report cards, library cards, Denali Kid Care, etc.

Food Bank of Alaska, The Salvation Army, and U.S. Marine Corps Toys for Tots.
Alliance Christian Fellowship, Lutheran Social Services, Anchorage City Church, Congregation Beth Shalom,
Fairview Community Center, Alaska Christian Ministries, New Hope on the Last Frontier,
Community Covenant Church, Four A's, Crosspoint Community Church, Abbott Loop Community Services,
thread, United Way of Anchorage, and the Anchorage School District.

1	Conf	Literature of War 9-12	Sculpture 9-12 \$15	Literature 7-8	US History 9-12	Temple of the Ban Peer Taught	Algebra I 7-12	Basic Math 7-8	LPF 9-12	Physical Science 7-8	Conf. Intro to Genetics Peer Taught 7-8	Pre-Algebra 7-9	Spanish I 8-12	Russian I 7-12 \$5	Band or Orchestra	
		The American Dream Literature 9-12	Art Special Topics 9-12 \$15	Literature 7-8	US History 9-12	Peer Taught	Algebra I 7-12	Basic Math 7-8	LPF 9-12	Physical Science 7-8	Conf. Intro to Genetics Peer Taught 7-8	Pre-Algebra 7-9	Spanish I 8-12	Russian I 7-12 \$5		
2	Eng/IS/SDL 9-12	Literature of Imperialism 9-12	Conf. \$15	Eng/SS 7-8 \$15	Conf	World History 9-12	Algebra I 7-12	Basic Math 7-8	Weight Training 7-12	Conf	Adv. Biology 10-12 \$10	Pre-Algebra 7-9	Spanish I 8-12	Russian II 8-10 \$5		
		World Literature Short Story 9-12	Conf. \$15	Eng/SS 7-8 \$15		World History 9-12	Algebra I 7-12	Basic Math 7-8	Weight Training 7-12		Adv. Biology 10-12 \$10	Pre-Algebra 7-9	Spanish I 8-12	Russian II 8-10 \$5		
3	Intro to Literature 7-8	Conference	Painting 9-12 \$15	Essay Comp. 9-10	Famous American Wars 7-8	World Religion Seminar SS/LA 9-12	Calculus 9-12	Geometry 7-12	Science Peer Taught 7-8	Chemistry 9-12	Physiology of Wellness 7-8	Gym Hockey 7-12	Spanish III 9-12	Yearbook 9-12		
		Stellierie Peer Taught	Sculpture 9-12 \$15	American Lit. 9-12		Contemporary Problems 7-8	World Religion Seminar SS/LA 9-12	Calculus 9-12	Geometry 7-12		Science Peer Taught 7-8	Chemistry 9-12	Physiology of Wellness 7-8	Basketball 7-12		Spanish III 9-12
4	Advanced Comp 11-12	IS/SDL 7-12	Art Exploratory 7-8 \$15	Conf	United Nations 9-12	Money Makers 7-8	Algebra II 9-12	Pre Calculus 9-12	Ecology 10-12	Electricity / Magnetism 7-8	Biology 9-12 \$10	Pickleball 7-12	Spanish II 8-12	Movie Peer Taught 7-12		
		Creative Writing 9-12	Art Exploratory 7-8 \$15			Conf	IS/SDL 7-12	History Makers 7-8	Algebra II 9-12		Pre Calculus 9-12	Ecology 10-12	Electricity / Magnetism 7-8	Biology 9-12 \$10		Badminton 7-12
5	Debate 7-8	8 th Grade Seminar (Social Studies) 8-12	Art Genre: Pop Art/ Contemporary 8-12 \$15	Eng/SS 7-8 \$15	US History 9-12	World History 9-12	Algebra II 9-12	Conf	Physics 9-12	Sound and Light 7-8	Biology 9-12 \$10	Conf	Spanish 4+ 9-12	iWorks Word Processor 7-12		
																Art as Literature 7-8
6	Creative Speaking 9-12	8 th Grade Seminar (English) 7-12	Latin American Culture and Art 7-12 \$15	AK Studies 9-12	Macroecon 11-12	Latin Am. Culture and Art 7-12 \$15	Conf	Geometry 7-12	Health 8th	Chemistry 9-12	Passages 9-12	Soccer 7-12	Conf	Online Courses		
																8 th Grade Seminar (English) 7-12 \$15
7	Sham Poetry 9-12	8 th Grade Seminar (English) 7-12	Southeast Asia Culture and Art 7-12 \$15	AK Studies 9-12	Macroecon 11-12	Southeast Asia Culture and Art 7-12 \$15	Conf	Geometry 7-12	Health 8th	Chemistry 9-12	Passages 9-12	Soccer 7-12	Conf	Online Courses		
																8 th Grade Seminar (English) 7-12 \$15
8th Grade - 2nd semester A-KI - Seminar Ko-Z - Health																
											We are also offering non-credit after school courses: Chinese, Drama, Jui Jitsu			You can register for ZERO Hour Spanish 2		Choir T, Th, F

One item that continues to be at the forefront of everyone's concerns is supervision of students. As you all know classes are done at 2:05. At 3:30 teachers leave for the evening. Yet we still have kids that have not been picked up by that time. After 4:00 there is no one that can maintain a modicum of supervision for students. There is just too much that can happen with unsupervised kids. We need the students to be picked up between 3:30 and 4:00pm.

If you absolutely cannot pick your child up by 3:30 or 4:00pm give them an alternate location to rendezvous with you. This is the best way to deal with that issue. *Barnes and Nobles* is one space a lot of parents use, one of the nearby eateries is the next logical choice.

If you have an alternative place in mind please talk with you child about being picked up there. But regardless, for the safety of your child we ask that you pick them up between 3:30 and 4:00pm or designate a secondary pick up sight. At 4:00 students will be asked to leave the building.

The exception would be if the students were in an after school activity. Then of course we would ask that you pick them up after the activity- should it go beyond 4:00.

Thank you for your cooperation with this very important issue.

You, your dreams and aspirations – Would a \$20,000 scholarship help?

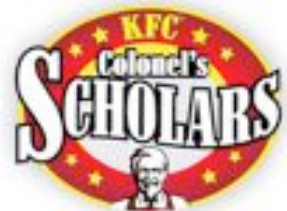


KFC Colonel's Scholars is looking for high school seniors with financial need and an entrepreneurial spirit to qualify for the KFC Colonel's Scholars Program. Awards are up to \$20,000 for tuition, fees, textbooks, room and board.

To qualify, graduating high school seniors must:

- Earn a minimum high school cumulative GPA of 2.75
- Enroll in a public college or university within their state of legal residence
- Plan to pursue a bachelor's degree
- Be a U.S. citizen or permanent resident
- Demonstrate financial need

Accepting online applications December 1, 2010 to February 9, 2011 at www.kfcscholars.org. For questions, visit the website or call toll-free 1-866-KFC-7240.



KFC Colonel's Scholars is a program of the Kentucky Fried Chicken Foundation, an independent 501(c)(3) charity funded by KFC, its employees, franchisees and KFC patrons, and seeks to help provide high school students scholarship resources to attend postsecondary schools within their state of residence.

PSAT/NMSQT®



Dear Colleague,

Lead your students on their next steps toward college by introducing them to My College QuickStart™ — available now. Free to PSAT/NMSQT® test-takers, students get a personalized college and career planning tool powered by their test results.

My Online Score Report

Score results, test question details, and their projected SAT® score.

My SAT Study Plan™

Personalized skills feedback and access to hundreds of practice questions to prepare for the SAT.

My Personality

A detailed personality test that can help students discover majors and careers that fit their strengths and interests.

My College Matches

A starter list of colleges based on the student's home state and indicated choice of major.

My Major & Career Matches

Extensive information about majors and careers, including what to expect in college and what courses to take now.

► Send your students to www.collegeboard.com/quick

Save time. Check out these and other resources:

- Demo accounts — see [My College QuickStart](#) in action.
- Implementation guide — discover best practices.
- Lesson plans — guide students through specific sections
- Templates — communicate effectively with parents.

► Go to [QuickStart resources](#)

Preliminary SAT/National Merit Scholarship Qualifying Test
sponsored by



New in 2010:

Student access codes for My College QuickStart (printed on the paper score report) will also be e-mailed to students in January. We can only email access codes to students who provided a valid e-mail address. Please note that students will be able to view their PSAT/NMSQT results online once they receive this access code.

Seniors: Let Denali Alaskan help you pay for college next year.

We're awarding five high school seniors \$2,000 scholarships to cover tuitions and expenses.

Ask for an application at any Denali Alaskan FCU branch, your Career Resource Center, or go online to

www.denalifcu.org/teenpower

Application deadline is March 1, 2011.



Eligibility Requirements:

Must be a primary member (or an account at Denali Alaskan FCU) (If you're not a member visit any branch statewide to open an account.)

- Must be a high school senior graduating in 2011
- GPA of 2.25 or above
- Application must be postmarked or submitted to any branch statewide by March 1, 2011

Above And Beyond.

Denali Alaskan

Member Since 1974

907-257-7000 www.denalifcu.com



Mark Your Calendar

Mon Dec 6, 2010 - Sat Dec 11, 2010

Fall Intensives

Fri Dec 17, 2010

In-Service Day - No School

Mon Dec 20, 2010 - Fri Dec 31, 2011

Winter Break - No School

Mon Jan 3, 2011

Begin Third Quarter

Thu Jan 13, 2011

6pm - 7:30pm Parent Group Meeting - Ken's Room

7pm - 8:30pm Ad Board Meeting - Danielle's Room

Mon Jan 17, 2011

Martin Luther King Day - No School

Fri Jan 21, 2011

7pm - 9pm Talent Show & Dessert Night - MPR

Sat Feb 5, 2011

8pm - 12am Winter Prom - Viking Hall

STELLER SECONDARY SCHOOL
2508 BLUEBERRY STREET
ANCHORAGE, AK 99503

