

| Year 1<br>FY 2004 - 2005  | Year 2<br>FY 2005 - 2006   | Year 3<br>FY 2006 - 2007   | Year 4<br>FY 2007 - 2008 | Year 5<br>FY 2008 - 2009 | Year 6<br>FY 2009 - 2010 |
|---|--|--|--------------------------|--------------------------|--------------------------|
| <p><b>GOAL 1:</b></p> <ul style="list-style-type: none"> <li>▪ Increase achievement of all students</li> <li>▪ Reduce achievement gap</li> </ul>  |  |  |                          |                          |                          |
| <p><i>Continue gathering and analyzing data for each AP content area and each high school enrollment area:</i></p> <ul style="list-style-type: none"> <li>▪ Number of students in AP.</li> <li>▪ Number and percent of under-represented groups in AP.</li> <li>▪ Number and percent of students in courses considered "higher level," including those that are considered prerequisite to AP, 6-12 *.</li> <li>▪ Number and percent of AP enrollees who take the AP exam.</li> <li>▪ Number and percent of AP enrollees from under-represented groups who take the AP exam.</li> <li>▪ Number and percent of AP exam takers who score 3 or higher on the exam.</li> <li>▪ Number and percent of AP exam takers from under-represented groups who score 3 or higher on the exam.</li> <li>▪ Number and percent of students in NCLB sub-groups who take the PSAT.</li> </ul> | <p><b>Complete data gathering and analysis for each AP content area and each high school enrollment area.</b></p> <p><u>Include data in Profiles of Performance.</u></p>   |  |                          |                          |                          |
| <p><i>Identify "higher level" courses and 6-12 course sequences which prepare students for AP.</i></p>  | <p><b>Vertical course sequences and prerequisites that lead to higher level and AP courses are designated.</b></p> <p><u>Achievement Via Individual Determination (AVID) implemented at Service High School.</u></p> | <p><u>Expand AVID to additional high schools and to underserved populations.</u></p> | <p>↑ <u>AVID</u></p>     | <p>↑ <u>AVID</u></p>     | <p>↑ <u>AVID</u></p>     |

| Year 1<br>FY 2004 - 2005   | Year 2<br>FY 2005 - 2006   | Year 3<br>FY 2006 - 2007  | Year 4<br>FY 2007 - 2008   | Year 5<br>FY 2008 - 2009 | Year 6<br>FY 2009 - 2010 |
|--|--|---|--|--------------------------|--------------------------|
| <i>Identify and define numbers of AP and higher level offerings in each high school attendance area, 6-12.</i>   | →  | →   | <b><u>AP and higher level offerings identified and vertically aligned in all curriculum areas.</u></b> |                          |                          |
| <i>Research trends among colleges for accepting AP credit, and at what exam score levels.</i>  | <p><b>Trends and status of creditable AP among colleges determined. and available on Curriculum web site.</b></p> <p><i><u>Develop semantic map for these data.</u></i></p>  | <b><u>Data analyzed, mapped, and on Curriculum website.</u></b> |  |                          |                          |
| <i>Research and identify initiatives in the schools whose purpose is to instill more rigor into curriculum and instruction. Delineate effective elements of these initiatives.</i>   | →  |   |  |                          |                          |
| <p><del>Workshop with Curriculum, Gifted Education, Bilingual Education, Indian Education, Social and Emotional Learning, Assessment and Evaluation; and representative teachers, counselors, curriculum principals, high school and middle school principals on:</del></p> <ul style="list-style-type: none"> <li><del>• Differentiation</del></li> <li><del>• Data analysis and uses: May 2005</del></li> </ul> <p>(Moved to 2005-2006.)</p> | <p><i>Follow-up workshop, late fall 2005.</i></p> <p><i>In collaboration with Assessment and Evaluation, workshop with Curriculum, Gifted Education, Bilingual Education, Indian Education, Social and Emotional Learning, Assessment and Evaluation; and representative teachers, counselors, curriculum principals, high school and middle school principals on:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Differentiation</i></li> <li>▪ <i>Data analysis and uses: May 2005</i></li> </ul> |   |  |                          |                          |

| Year 1<br>FY 2004 - 2005  | Year 2<br>FY 2005 - 2006  | Year 3<br>FY 2006 - 2007 | Year 4<br>FY 2007 - 2008 | Year 5<br>FY 2008 - 2009 | Year 6<br>FY 2009 - 2010 |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <p><i>Use data analyses to inform such planning and program areas as:</i></p> <ul style="list-style-type: none"> <li>▪ <i>AP program policies and program design</i></li> <li>▪ <i>Secondary programs of studies</i></li> <li>▪ <i>Counseling for intermediate, middle school, and high school students</i></li> <li>▪ <i>Professional development</i></li> <li>▪ <i>Curriculum work as appropriate, 6-12</i></li> <li>▪ <i>Composition of vertical teams in the AP areas and their areas of emphasis.</i></li> </ul> |   |                          |                          |                          |                          |
|   | <p><b>Each AP content area presents target objectives for five-year growth in AP and high level course offerings; and student enrollment and achievement, spring 2006, for example:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Growth in AP and higher level courses</b></li> <li>▪ <b>More students in AP.</b></li> <li>▪ <b>More and higher ratio of under-represented groups in AP and higher level courses.</b></li> <li>▪ <b>More students score 3 or higher on AP exam.</b></li> <li>▪ <b>More and higher ratios of under-represented groups score 3 or higher on AP exam.</b></li> <li>▪ <b>Growth in # or % of students in NCLB sub-groups who take the PSAT.</b></li> </ul> |                          |                          |                          |                          |
| <p><i>Equip AP content areas with instructional materials, supplies, and software to support expected growth in enrollment and course offerings.</i></p>  |   |                          |                          |                          |                          |

| Year 1<br>FY 2004 - 2005  | Year 2<br>FY 2005 - 2006   | Year 3<br>FY 2006 - 2007   | Year 4<br>FY 2007 - 2008   | Year 5<br>FY 2008 - 2009   | Year 6<br>FY 2009 - 2010   |
|---|--|--|--|----------------------------|----------------------------|
| <p>Identify students at younger ages, particularly from under-represented groups, through such venues as Gifted Education's Super Saturday, Talent Search, standards-based assessments, early PSAP, and alternative assessment.</p>   | →  | →  | →  | →                          | →                          |
| <p>Develop academic skills in identified students from under-represented groups, through such venues as Gifted Education's Super Saturday enrichment, alternative assessments in Title I schools, tutorials, and secondary initiatives.</p>   | →  | →  | →  | →                          | →                          |
| <p>Plan for making PSAT more available to students in key grade levels, such as seventh and ninth grades.</p>   | <p><del>Identified seventh grade students have the opportunity to take PSAT for academic planning.</del></p> <p><u>Project APPEAL 7<sup>th</sup> and 9<sup>th</sup> graders have opportunity to take PSAT.</u></p> | <p>All ninth grade students have opportunity to take PSAT.</p>   | →  |                            | →                          |
| <p><b>Increase the numbers of students who complete Algebra before by the end of middle school.</b></p> <p>Summer school for Pre-Algebra readiness for <del>rising</del> <u>incoming</u> seventh graders, each year.</p> <p>Summer school for Algebra readiness for <del>rising</del> <u>incoming</u> eighth graders, each year.</p> <p>Offer Pre Algebra for sixth grade students at <del>two</del> <u>four</u> feeder middle schools.</p> | <p>→</p> <p>→</p> <p>→</p> <p>Offer Pre Algebra for sixth grade students at four feeder middle schools.</p>  | <p>→</p> <p>→</p> <p>→</p> <p>Offer Pre Algebra for sixth grade students at six feeder middle schools.</p> | <p>→</p> <p>→</p> <p>→</p> <p>Offer Pre Algebra for sixth grade students at eight feeder middle schools.</p> | <p>→</p> <p>→</p> <p>→</p> | <p>→</p> <p>→</p> <p>→</p> |

| Year 1<br>FY 2004 - 2005   | Year 2<br>FY 2005 - 2006   | Year 3<br>FY 2006 - 2007   | Year 4<br>FY 2007 - 2008   | Year 5<br>FY 2008 - 2009 | Year 6<br>FY 2009 - 2010 |
|--|--|--|--|--------------------------|--------------------------|
| <i>Offer 7<sup>th</sup> Grade Algebra in at least one middle school.</i>   | <i>Offer 7<sup>th</sup> Grade Algebra in at least two middle schools.</i>  | <i>Offer 7<sup>th</sup> Grade Algebra in at least four middle schools.</i>   | <i>Offer 7<sup>th</sup> Grade Algebra in at least six middle schools.</i>  |                          |                          |
| <p><b>Increase the number of students who complete Geometry before the end of eighth grade.</b></p> <p><i>Offer 8<sup>th</sup> Grade Geometry to middle level students.</i></p>  | <i>Offer 8<sup>th</sup> Grade Geometry in at least one middle school.</i>  | <i>Offer 8<sup>th</sup> Grade Geometry in at least two middle schools.</i>   | <i>Offer 8<sup>th</sup> Grade Geometry in at least four middle schools.</i>  |                          |                          |
| <p><b>All AP and higher level courses are taught with rigor and effective pedagogy.</b></p> <p><i>Prepare and continually refresh sufficient numbers of AP teachers and AP prerequisite teachers to deliver curriculum in depth.</i></p> | <p>→</p> <p>→</p> <p><u>Language Arts Department facilitates College Board audit of AP course syllabi and teacher qualifications; sample exams, in every high school.</u></p> <p><u>Language Arts, Math, Social Studies, Science, World Languages, and Art departments collect, analyze, and evaluate AP syllabi from all AP classes.</u></p> <p><u>Curriculum, Assessment, and Training and Professional Development departments develop MLP survey for AP teachers to identify level of preparation for teaching advanced courses.</u></p> | <p>→</p> <p>→</p> <p>→</p> <p><u>Provide needed training as indicated by survey and by teacher attrition.</u></p> <p><u>Develop levels of proficiency for teaching higher level courses.</u></p> | <p>→</p> <p><b>All AP teachers in Language Arts, math, music, science, World Languages, Social Studies, and Art have logged at least 30 hours of requisite training within the past five years. All AP classes certified by College Board.</b></p> | <p>→</p> <p>→</p>        | <p>→</p> <p>→</p>        |

| Year 1<br>FY 2004 - 2005   | Year 2<br>FY 2005 - 2006  | Year 3<br>FY 2006 - 2007   | Year 4<br>FY 2007 - 2008  | Year 5<br>FY 2008 - 2009 | Year 6<br>FY 2009 - 2010 |
|--|---|--|---|--------------------------|--------------------------|
| <p>Continue to focus AP and higher level course <u>professional development and course development</u> on priorities in each content area.</p> <p><i>Language Arts: Provide AP training to all teachers in high school language arts departments who are designated to teach AP, who want to teach AP, or who want to improve their language arts instruction. (e.g. spring 2005 training for 28 teachers in AP literature).</i></p> <p><i>Math: Strengthen undersubscribed groups in AP Calculus and Statistics. 15 teachers received 24-30 College Board hours in AP Calculus.</i></p> <p><i>Institute: AP Statistics, June ASDTA</i></p> <p><i>Social Studies: AP Art History at Dimond High; one third of high schools vertical team meetings with feeder middle schools; Continue grades 4-10 curriculum alignment during middle school review and adoption and beginning of intermediate elementary curriculum review.</i></p> | <p>Priority training areas for years 2-6 determined by spring 2006, using data and course analysis, staff input.</p> <p><i>Fall – Identify vertical teams by high school attendance area.</i></p> <p><i>Fall training for teachers in AP and higher level coursework in Language/Composition. August 2005 Institute through Project APPEAL: Literacy Across the Curriculum.</i></p> <p><i>June ASDTA Institute for AP Language and Composition.</i></p> <p><i>15 teachers receive 24-30 College Board or equivalent hours in AP Statistics.</i></p> <p><i>Vertical team meetings between middle and high school at August 31<sup>st</sup> inservice; Credit Courses for AP Government and AP Economics; support all high schools to meet with feeder middle schools; Curriculum Committee implements plan based on vertical team meetings; increase vertical teams between middle</i></p> | <p><i>Continue to meet as vertical teams.</i></p> <p><i>Develop curriculum guides for AP Literature and Language.</i></p> <p><i>Fall training for AP Literature and Language. (August – College Board AP Institute).</i></p> <p><i>15 teachers receive 24-30 College Board or equivalent hours in AP Calculus (AB or BC).</i></p> <p><i>Continue vertical teaming efforts elementary through high school; offer additional Credit Courses identified in 05-06 Curriculum Committee planning.</i></p> | <p><i>Pilot AP Literature and Language guides.</i></p> <p><i>Continue to support vertical teaming.</i></p> <p><i>Fall training for all Language Arts teachers in higher level coursework strategies and expectations.</i></p> |                          |                          |

| Year 1<br>FY 2004 - 2005   | Year 2<br>FY 2005 - 2006   | Year 3<br>FY 2006 - 2007   | Year 4<br>FY 2007 - 2008 | Year 5<br>FY 2008 - 2009 | Year 6<br>FY 2009 - 2010 |
|--|--|--|--------------------------|--------------------------|--------------------------|
| <p><u>World Languages:</u><br/>Continue pilots in Estudios Latinoamericanos, Perspectivas Literarias and Honors Japanese for Fluent Speakers, <u>Russian AP.</u></p> | <p><i>school and intermediate elementary as part of ongoing curriculum review.</i></p> <p><del>Begin pilot in AP Russian.</del><br/><u>Year 2 of AP Russian pilot.</u></p> <p><u>New course: AP Latin Literature.</u></p> <p>August: Advanced Level Coursework in German (2 credit university course for German teachers).</p> <p>Fall: "Developing an AP program" for new-to district teachers and vertical teams from middle and high school (credit university course).</p> <p>Fall and spring: Vertical team after-school workshops for K-12 Russian teachers as a follow-up to the 04 ASDTA Russian course to familiarize teachers with "russnet" home of the AP instructional materials for Russian teachers.</p> <p>Fall, Spring or summer: AP Japanese Language Pilot training sponsored by College Board and the Association of Japanese Teachers (not held locally).</p> | <p><u>New course: AP Japanese Language.</u></p> <p>Enrichment for Native speaker French tutor for AP French students - fall to spring.</p> <p><u>Spring or Summer: AP Latin Literature training.</u></p> <p>AP Japanese Language Pilot for new College Board Exam.</p> |                          |                          |                          |

| Year 1<br>FY 2004 - 2005   | Year 2<br>FY 2005 - 2006  | Year 3<br>FY 2006 - 2007   | Year 4<br>FY 2007 - 2008  | Year 5<br>FY 2008 - 2009  | Year 6<br>FY 2009 - 2010             |
|--|---|--|---|---|--------------------------------------|
| <p>ASDTA training in higher level coursework in Spanish and Japanese.</p> <p><u>Art:</u><br/>Develop AP Studio Art and training.<br/>AP Art History pilot.</p> <p><u>Science:</u><br/>AP Biology. (UAF Institute AP Biology for 30 teachers, 7-12)</p> <p><u>Music:</u><br/>Develop more venues for specialize performances<br/>Expand higher level music courses</p> <p>ASD Teacher Academy: College Board academies in six AP content areas, including Japanese, Russian, Spanish, Statistics, Art, Language Arts.</p> | <p>ASDTA Course for French: Vertical teaming to prepare students for AP French.</p> <p>AP Art Studio Training Institute, 7-12 art teachers. (contingent on funding.)</p> <p>AP Art History material review; finalize "pilot status."</p> <p>Develop AP Environmental Science pilot.</p> <p>Build such venues for student performers as chamber music, smaller ensembles, vocal groups.</p> <p>Develop training for Music Theory teaching.</p> <p>AP institutes in ASDTA</p> | <p>ASDTA Course for Spanish: Vertical teaming to prepare students for AP Spanish .</p> <p>AP Art Studio vertical teaming, 7-12. (contingent on funding.)</p> <p>AP Art History Training Institute. (contingent on funding.)</p> <p>AP Art History course offered in other schools if instructor has attended the Training Institute.</p> <p>Provide AP training for Chemistry and/or Physics.</p> <p>Implement Music Theory as a regularly offered course by teachers with appropriate background.</p> <p>AP institutes in ASDTA</p> | <p>AP institutes in ASDTA</p> <p style="text-align: center;">→</p>        | <p>Pilot AP Music Theory</p> <p>AP institutes in ASDTA</p>                | <p>AP institutes in ASDTA</p>        |
| <p><b>AP concepts and skills spiral through the 6-12 or 7-12 sequence of courses that lead to AP in every AP content area.</b></p> <p>Continue to identify and work with vertical teams that represent increasing numbers of high school attendance areas. <u>Include</u></p>  | <p style="text-align: center;">→</p> <p style="text-align: center;">→</p>   | <p style="text-align: center;">→</p> <p style="text-align: center;">→</p>  | <p style="text-align: center;">→</p> <p style="text-align: center;">→</p> | <p style="text-align: center;">→</p> <p style="text-align: center;">→</p> | <p style="text-align: center;">→</p> |



| Year 1<br>FY 2004 - 2005  | Year 2<br>FY 2005 - 2006  | Year 3<br>FY 2006 - 2007 | Year 4<br>FY 2007 - 2008  | Year 5<br>FY 2008 - 2009 | Year 6<br>FY 2009 - 2010 |
|---|---|--------------------------|---|--------------------------|--------------------------|
| <p><i>Sixth grade math teachers meet with middle school math departments annually to articulate curriculum.</i></p> <p><i>Middle school math department meets with high school math departments annually to articulate curriculum.</i></p>  | <p>→</p> <p>→</p>   | <p>→</p> <p>→</p>        | <p>→</p> <p>→</p> <p><i>Cross district inservice day culminates vertical team building of past three years. Day is dedicated to vertical team plans, presentations and sharing, assessments, strategies for inclusivity, concepts and methods to instill rigor across the curriculum.</i></p> | <p>→</p> <p>→</p>        | <p>→</p> <p>→</p>        |
|   | <p><i>Implement Project APPEAL (Advanced Placement for Every Able Learner).</i></p> | <p>→</p>                 | <p>→</p>  |                          |                          |
|   |   |                          |   |                          |                          |
| <p><b>Goal 2:<br/>Supportive and Effective Learning Environment</b></p>   |   |                          |   |                          |                          |
| <p><b>Students on an AP pathway get the requisite concepts and skills, articulated through the sequence of courses in each content area, grades 6 or 7 through 12.</b></p> <p><i>Work of vertical teams is manifest in curriculum guides and in classroom curriculum.</i></p> <p><i>Teachers who have received training to elevate classroom instruction apply training in daily instruction.</i></p> | <p>→</p>  | <p>→</p>                 | <p>→</p>  | <p>→</p>                 | <p>→</p>                 |

| Year 1<br>FY 2004 - 2005  | Year 2<br>FY 2005 - 2006  | Year 3<br>FY 2006 - 2007  | Year 4<br>FY 2007 - 2008 | Year 5<br>FY 2008 - 2009 | Year 6<br>FY 2009 - 2010 |
|---|---|---|--------------------------|--------------------------|--------------------------|
| <i>Pedagogy in higher level courses reflect optimal practices for the full range of students.</i>   |   |   |                          |                          |                          |
| <b>School cultures, beliefs, expectations, and actions support high expectations for all students.</b>  | —————→  | —————→  | —————→                   | —————→                   | —————→                   |
| <i>Research and delineate what schools are now doing to foster high expectations of all students.</i><br><br><i>Research and delineate barriers <del>in</del> within school cultures to high expectations for all students.</i> | —————→  |   |                          |                          |                          |
| <i>Coordinate with the training and professional development that will be offered through Cultural Responsiveness Plan and Social and Emotional Learning Plan.</i>  | <u>Develop cultural responsiveness training for high school teachers based on the Promotional Success model, that incorporates high expectations.</u>   | <u>Cycle 400 high school teachers through cultural responsiveness workshop each year.</u> | —————→                   | —————→                   | —————→                   |
|   | <i>Support schools in initiatives to strengthen school culture for universal high expectations e.g., staff training; student recruitment and retention to higher level courses; academic support; SAT, PSAT, and AP prep courses or workshops; specialized counseling; school themes.</i> | —————→  | —————→                   | —————→                   | —————→                   |
|   | <i>Schools' student support services lever community resources (e.g. tutors, <u>Tech Prep</u>, UAA programs and students; cultural role models, business partners).</i>   | —————→  | —————→                   | —————→                   | —————→                   |

| Year 1<br>FY 2004 - 2005   | Year 2<br>FY 2005 - 2006  | Year 3<br>FY 2006 - 2007   | Year 4<br>FY 2007 - 2008   | Year 5<br>FY 2008 - 2009 | Year 6<br>FY 2009 - 2010 |
|--|---|--|--|--------------------------|--------------------------|
|  | District-level and school-level efforts bring parents into the circle of high expectations and home support for academic aspirations and effort.  | →  | →  | →                        | →                        |
|  | <i>Implement Project APPEAL (Advanced Placement for Every Able Learner).</i>  | →  | →  |                          |                          |
|  |   |  |  |                          |                          |
| <b>Goal 3:<br/>Public Accountability</b>                               |   |  |  |                          |                          |
|  |   | <b>All AP students are required to take the exam and are financially supported if necessary.</b> | →  | →                        | →                        |
| <b>Identify students early for AP and higher level school courses.</b> | <p>→</p> <p><i>Administer PSAT to at least 300-50 eighth grade middle school students.</i></p> <p><i>Train counselors, teachers, and administrators to recognize and cultivate students from under-represented groups for AP and higher level courses.</i></p> <p><i>Work with Indian Education, Migrant Education, Bilingual Education, and Gifted Education to help staff identify leadership qualities</i></p> | <p>→</p> <p>→</p> <p>→</p> <p>→</p>  | <p>→</p> <p><b>PSAT available to all middle school students.</b></p> <p>→</p> <p>→</p> | <p>→</p> <p>→</p>        | <p>→</p> <p>→</p>        |

| Year 1<br>FY 2004 - 2005   | Year 2<br>FY 2005 - 2006   | Year 3<br>FY 2006 - 2007  | Year 4<br>FY 2007 - 2008         | Year 5<br>FY 2008 - 2009   | Year 6<br>FY 2009 - 2010   |
|--|--|---|----------------------------------|----------------------------|----------------------------|
|  | <i>in NCLB sub-groups.</i>   |   |                                  |                            |                            |
|  | <p><b>Make AP and higher level coursework accessible to all.</b></p> <p><i>Build a full complement of higher level course offerings and AP courses through class sections and APEX, in every secondary school.</i></p> | →   | →                                | →                          | →                          |
|  | <p><i>Build rigor and academic recovery, acceleration, and scaffolding into the grades 6-12 pipeline that prepares students for AP. Build multiple entry points into this pipeline.</i></p>                            | →   | →                                | →                          | →                          |
|  |  | <p><i>Develop plan to survey recent graduates on effectiveness of high school AP courses.</i></p> | <p><i>Administer survey.</i></p> |                            |                            |
| <p><b>Parents and students have information, recruitment, and support for choosing and succeeding in higher level coursework, AP, and a college trajectory.</b></p> <p><i>Examples:</i></p> <p><i>Target first generation college-bound students and their parents.</i></p> <p><i>Use Channel 14, ASD-produced videos, focus meetings of parents, ASD website, college nights, and outreach at community meetings, to reach, draw in, and support.</i></p> | <p>→</p> <p><i>Add AVID to programs targeting first generation college-bound.</i></p> <p>→</p>   | <p>→</p> <p>→</p> <p>→</p>  | <p>→</p> <p>→</p> <p>→</p>       | <p>→</p> <p>→</p> <p>→</p> | <p>→</p> <p>→</p> <p>→</p> |

| Year 1<br>FY 2004 - 2005  | Year 2<br>FY 2005 - 2006   | Year 3<br>FY 2006 - 2007  | Year 4<br>FY 2007 - 2008 | Year 5<br>FY 2008 - 2009 | Year 6<br>FY 2009 - 2010 |
|---|--|---|--------------------------|--------------------------|--------------------------|
| <p>Translate information into <u>major high-occurring languages</u>.</p> <p>Provide student support, tutoring, mentoring, and counseling.</p>     | <p><u>Develop template to embed culturally responsive elements to community meetings.</u></p> <p>→</p> <p>→</p>  | <p>→</p> <p>→</p>   | <p>→</p> <p>→</p>        | <p>→</p> <p>→</p>        | <p>→</p> <p>→</p>        |
|   | <p><b><u>Tech Prep articulation by Career Technology Education increases opportunity for all students to obtain college credit by completing University/ASD-approved coursework.</u></b></p> | <p>→</p>  | <p>→</p>                 | <p>→</p>                 | <p>→</p>                 |
| <p><b><u>Curriculum website includes AP course sequences, offerings, and guidance for students and parents.</u></b><br/>(Moved to 2006-2007.)</p> |  | <p><b><u>Curriculum website includes AP course sequences, offerings, and guidance for students and parents.</u></b></p> | <p>→</p>                 | <p>→</p>                 | <p>→</p>                 |
|   | <p><i>Implement Project APPEAL (Advanced Placement for Every Able Learner).</i></p>  | <p>→</p>  | <p>→</p>                 |                          |                          |