

Year 1 FY 2003 - 2004	Year 2 FY 2004 - 2005	Year 3 FY 2005 - 2006	Year 4 FY 2006 - 2007	Year 5 FY 2007 - 2008	Year 6 FY 2008 - 2009
<p>GOAL 1:</p> <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap 					
<p>Align all curriculum K-12, working with all other programs and departments in the Instructional Division.</p> <p><i>Develop in each subject area curriculum guides that incorporate content and performance standards, Alaska Standards for Culturally Responsive Schools, assessments, instructional strategies, differentiation, cross grade articulation, model lessons, and technology applications.</i></p>	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p><i>Four new plans added to the comprehensive ASD Six-Year Plan:</i></p> <ul style="list-style-type: none"> ▪ <u>Cultural Responsiveness</u> ▪ <u>Libraries</u> ▪ <u>21st Century Community Learning Centers</u> ▪ <u>Advanced Placement and Higher Level Coursework.</u> 	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p><i>Development of six-year plan for Formative Evaluation.</i></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>K-12 curriculum is aligned vertically and horizontally. All subject areas have curriculum guides; and integrate pacing, assessments, standards, lessons and cross grade articulation.</p> <p style="text-align: center;">→</p>
	<p><i>Alaska Studies online course developed.</i></p>	<p>Alaska Studies online course implemented.</p> <p><u>Quality online coursework is provided by ASD.</u></p> <p><i>In collaboration with High</i></p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>

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		<p><u>School Education, Curriculum content area specialists, and Instructional Technology, a task force is launched to investigate and develop criteria for quality ASD online coursework.</u></p> <p><u>Pilots for U.S. Government, English 9, and Algebra I are implemented January 2006.</u></p>			
<p>Culturally Responsive Education Action Committee (CREAC) Cultural Responsiveness/Diversity Committee (CRDC) forms and leads movement to imbue culturally responsive standards throughout school climates, curricula, and instruction.</p> <p><i>CREAC CRDC includes representatives from administration, university, and community.</i></p>		<p><u>CRDC subcommittees developed to develop draft ASD standards that align with and localize Alaska Standards for Culturally Responsive Educators.</u></p> <p><u>ASD Standards for Culturally Responsive Educators adopted by School Board, June 2006.</u></p>	<p><u>ASD cultural responsiveness standards crosswalked with SEL standard.</u></p>		
<p>As curriculum guides are developed and renewed they will include culturally responsive practices drawn from the standards and performance indicators.</p>	<p>→</p>	<p>→</p>	<p><u>ASD cultural responsiveness standards integrated into curriculum guides</u></p>	<p>→</p>	<p>→</p>
	<p><i>Write culturally responsive performance indicators.</i></p>				

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<p>Know and disseminate exemplars of curricular programs, research and practices.</p>	<p style="text-align: center;">—————></p> <p><i>Publish and update programs and practices in use in ASD schools electronically and through the media.</i></p> <p><u>Week-long training for Curriculum content area specialists on Backwards Design model of curriculum development.</u> --Days 1-3: 7th and 8th grade social studies teachers for the reconfiguration of curriculum and performance indicators. --Days 4, 6: extended to other content areas.</p>	<p style="text-align: center;">—————></p> <p><i>Mid-level Language Arts and Social Studies collaboration on mid-level integrated curriculum guides.</i></p> <p><i>K-8 Math program evaluation to uncover examples of exemplary classroom math program delivery.</i></p>	<p style="text-align: center;">—————></p>	<p style="text-align: center;">—————></p>	<p style="text-align: center;">—————></p>
		<p><i>ASD leads the nation in developing a four-quadrant framework of Social and Emotional Learning standards, benchmarks, and performance indicators.</i></p>			
<p><i>Collect, organize, and cross reference programs and instructional initiatives carried out across the District curriculum.</i></p>	<p><i>All schools surveyed; information compiled</i></p>	<p>Programs and sites crosswalked and posted online, December 2005.</p> <p>Survey results inform program evaluation.</p>	<p style="text-align: center;">—————></p>	<p style="text-align: center;">—————></p>	<p style="text-align: center;">—————></p>

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	<i>Instructional programs and initiatives in use Districtwide posted and updated on Curriculum website.</i>	Cross-District collaboration on programs and practices creates community of learners.	Cross-District collaboration on programs and practices creates community of learners.	→	→
Goal 2: Supportive and Effective Learning Environment					
Learning Through Performance Tasks (LTPT) lessons online.	<i><u>LTPT science tasks posted online by Information Technology Department. Science tasks model formative and summative assessment.</u></i>				
<u>Cooperative Learning is a standard pedagogical practice in District classrooms in every school.</u>	→ <ul style="list-style-type: none"> ▪ <i><u>Provide year-long credit course for principals, Bilingual Education, Indian Education, Migrant Education, reading teachers, supervisors, and coordinators.</u></i> ▪ <i><u>Two teacher experts become Kagan trainers.</u></i> ▪ <i><u>Principals provided with templates for mandatory trainings using Cooperative Learning.</u></i> 	→ <ul style="list-style-type: none"> ▪ <i><u>Advanced principals' cohort group meets monthly.</u></i> ▪ <i><u>Intermediate cohort group meets monthly.</u></i> ▪ <i><u>New middle school cohort group formed.</u></i> 	→ <ul style="list-style-type: none"> ▪ <i><u>Begin high school cohort group.</u></i> 	→	→

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	<ul style="list-style-type: none"> ▪ <u>Principal cohort group meets monthly.</u> ▪ <u>Cooperative Learning standards-based classroom checklist developed.</u> ▪ <u>Cooperative Learning implementation continuum developed.</u> ▪ <u>Self-assessment instrument design.</u> 				
	<u>Cooperative Learning course at ASDTA.</u>	→	→	→	→
	Working with other programs and departments in the Instructional Division, develop student data management system that incorporates online lessons, interventions, and best practices linking with other programs and departments.	<p style="text-align: center;">→</p> <p><u>Student Information System project coordinator on board.</u></p> <p><u>Design and Leadership teams designated.</u></p> <p><u>Needs survey conducted.</u></p> <p><u>RFP prepared.</u></p>	→	→	Comprehensive student data management system integrated with and linked to online lessons, interventions and best practices.
<p>Goal 3: Public Accountability</p>					
Curriculum adoptions and renewals are inclusive, cyclical, and conducted according to best practices and highest industry standards.	→	→	→	→	→

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<p><i>Research and identify models for curriculum adoption.</i></p>	<p><i>Reestablish curriculum renewal cycle with structured curriculum committees including public participation.</i></p>	<p>→</p> <p><i>Curriculum committee application process actively recruits community and minority members, as well as representatives from Alaskan business and industry groups that represent workforce needs in the 21st century.</i></p> <p>Curriculum committees include representatives from the community, from business and industry, and from diverse groups.</p>	<p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>
	<p><u>Schools and Departments know their roles in the ASD Six-Year Plan.</u></p> <p><i>Curriculum Department communicates and disseminates ASD Six-Year Plan to schools and departments.</i></p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>
	<p><i>Facilitate a collaborative team to develop a standards based report card. Work with Elementary, Middle School, High School Education, Special Education and with Assessment and Evaluation.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>Standards based report cards in place, K-12.</p>

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	<u>Committee researches models, methods of implementation, problems and solutions.</u>	<p><u>Four sub-committees backwards plan for 06/07 pilot roll-out:</u></p> <ul style="list-style-type: none"> ▪ <u>Communication</u> ▪ <u>Report Card design</u> ▪ <u>Technology implications</u> ▪ <u>Training</u> ▪ 	<u>Pilot roll-out of standards-based report card.</u>		
	<u>Work with Instructional Technology to develop a plan for online courses for students in grades 7-12 across the curriculum.</u>	<u>Task force develops rubric for criteria for exemplary online coursework.</u>	<u>ASD criteria for online 7-12 coursework, with rubric, in place and in use for all proposed online courses.</u>		
		<p><u>High School course offerings are site-appropriate and non-duplicative. Approval process is accessible and is widely used by high school staff.</u></p> <p><u>Curriculum Department and Information Technology develop prototype online high school course approval form.</u></p> <p><u>Electronic course approval process online spring '06.</u></p> <p><u>Curriculum principals and counselors trained to use online course approval process, spring '06.</u></p>	→	→	→
<u>Design, plan and organize curriculum website.</u>	<p>Curriculum website online and in operation.</p> <p>Menu to include:</p>	<u>Update curriculum website annually.</u>	→	→	→

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	<ul style="list-style-type: none"> ▪ Department and roles ▪ Processes ▪ Vital information ▪ Curriculum guides K-12 ▪ Parent Handbook K-6 ▪ Parents' Guide to how to get involved ▪ Programs ▪ Research and best practices ▪ Link to standards global site ▪ Six-year Plan 				