

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>ASD K-6 Reading and Writing performance standards closely aligned with state performance standards.</p>					
<p><i>Continue review of K-6 benchmark assessment data in light of ASD performance standards and instructional approaches.</i></p>					
	<p>Launch development of K-6 Language Arts (LA) curriculum guides which are multiculturally relevant and responsive; reflective of data analysis and the research on best practices.</p>	<p>K-6 LA curriculum guides in draft form implemented in classrooms and posted online.</p>	<p>K-6 LA curriculum guides completed and in support of literacy instruction.</p>	<p>Monitor and revise curriculum guides as required to support comprehensive literacy program.</p>	
	<p><i>Research, review and recommend a comprehensive literacy program for Title I schools and as many other K-6 schools as possible. Seek Board approval and purchase.</i></p>	<p><i>Implement K-6, literacy adoption in all Title I schools and 13 non-Title schools.</i></p>	<p><i>Support and monitor implementation of K-6 literacy adoption. Continue to add elementary schools to the adoption. Review and analyze SBA data to identify gaps and guide training.</i></p>	<p><i>Support and monitor implementation of K-6 literacy adoption. Continue to add elementary schools to the adoption. Review and analyze SBA data to identify gaps and guide training.</i></p>	<p><i>Support and monitor implementation of K-6 literacy adoption. Review and analyze SBA data to identify gaps and guide training.</i></p>
	<p><i>Identify local (ASD) Grade Level Expectations, K-6, for Reading and Writing to further define essential skills and provide examples.</i></p>	<p><i>Continue to enhance knowledge of AK/ASD, K-12, GLEs. Align with current programs and curriculum guides at all levels.</i></p>	<p><i>Continue training in support of instruction that includes the knowledge and application of AK/ASD, K-12, GLEs.</i></p>	<p><i>Monitor and evaluate program and curriculum implementations and GLE alignments by analyzing assessment data.</i></p>	<p><i>Monitor and evaluate program and curriculum implementations and GLE alignments by analyzing assessment data.</i></p>

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<i>Delineate ASD grade level expectations K-12, under State performance standards.</i>	ASD K-12 Grade Level Expectations aligned with state performance standards.	Monitor K-12 Grade Level Expectations.			
<i>Review research and best practices; specify revisions for the District's handwriting program.</i>	<i>Review and revise, if needed, recommendations for district-wide handwriting methods. Pilot recommendations.</i>	<i>Continue to survey and gather input on methods for successful handwriting practices which support a that are supported in a comprehensive literacy program. Make recommendations for district-wide implementation.</i>	<i>Purchase resources to integrate with comprehensive literacy program, K-6, for district-wide handwriting instruction. Through on-going literacy training. Integrate handwriting with effective writing instruction.</i>	<i>Monitor handwriting instruction and methods of implementation. Support as needed.</i>	<i>Support effective instruction of handwriting by replenishing materials and providing training as needed.</i>
<i>Launch development of curriculum guides for grades 7 and 8 Language Arts courses in light of data analysis. Spring.</i>	Seventh and eighth Language Arts curriculum guides developed and draft copies in classrooms and online.	Middle school Language Arts curriculum guides online.	Monitor and revise curriculum guides as needed to support comprehensive Language Arts program.		
<i>Identify process for the development of Language Arts curriculum guides for grades 7 and 8.</i>	<i>Provide training for the Understanding By Design model of curriculum development for seventh and eighth Language Arts curriculum/pacing guides.</i> <i>Develop and provide inservice training for discussion of draft copies of the 7th and 8th grades LA guides.</i>	<i>Collaborate with Social Studies through training days to identify junctures for integration.</i> <i>Place curriculum guides online for accessibility.</i> <i>Implement, monitor and revise curriculum guides as needed to support a comprehensive middle level Language Arts program and a strong, vertically aligned curriculum, 7-12.</i>	<i>Review current guides and feedback, analyze assessment data, identify resource gaps and recommend resources to purchase in support of the 7 & 8 Language Arts curriculum guides and increased achievement for all students in the 7 & 8th grades.</i>	<i>Provide training for effective implementation of resources purchased for middle level language arts instruction. Monitor implementation and offer extra support for new teachers.</i>	<i>Analyze implementation data and provide on-going training to address the needs of teachers and students.</i>

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<p><i>Collaborate with Migrant Education to design multiculturally responsive resources for effective literacy instruction and increased student achievement.</i> (Moved to 2004-2005.)</p>	<p><u>Collaborate with Migrant Education to design multiculturally responsive resources for effective literacy instruction and increased student achievement.</u></p> <p>Deliver training modules for staff and create home school connection resources for increased student achievement.</p>	<p><i>Implement plans for home-school connection resources and monitor.</i></p> <p><u>Implement plans to survey home-school connection resources and monitor.</u></p>	<p>Survey families, teachers, and students to obtain feedback on use and effectiveness of resources. Adjust and revise as needed to support literacy achievement for students.</p>	<p>Continue training and support for home-school connection resources.</p>	<p>Survey families, teachers, and students to identify strengths of literacy support and resources. Continue to identify appropriate resources to address academic foundations.</p>
<p>Ninth and tenth grade Language Arts curriculum guides completed and online.</p>	<p>Ninth grade curriculum guides (drafts) in use in the classrooms.</p>	<p><i>Respond to curriculum guide survey with on-going revisions as appropriate and in support of comprehensive Language Arts programs. a vertically aligned curriculum, 7-12. Provide training per site needs.</i></p>	<p><i>Monitor, revise, and support ninth grade curriculum guide through vertical team curriculum planning and training.</i></p>	<p><i>Monitor, revise, and support ninth grade curriculum guide.</i></p> <p><u>Review current guides and feedback, analyze assessment data, identify resource gaps and recommend resources to purchase in support of Eng 9, curriculum guides and increased achievement for all students in the 9th grade.</u></p>	<p><i>Monitor, revise, and support ninth grade curriculum guide.</i></p> <p><u>Provide training for effective implementation of resources purchased for ninth grade language arts instruction. Monitor implementation and offer extra support for new teachers.</u></p>
<p>Tenth grade draft guides in use in the classroom.</p>	<p>Support use of draft tenth grade curriculum guides in classrooms.</p>	<p><i>Respond to curriculum guide survey with ongoing development and revision in support of vertical alignment and a comprehensive Language Arts program.</i></p>	<p><i>Monitor, revise, and support tenth grade curriculum guide through vertical team curriculum planning and training.</i></p>		
	<p><i>Write English II curriculum guide and pilot at South Anchorage High School.</i></p>	<p><i>Collect data from pilot and recommend action for English II.</i></p>			
	<p><u>With HSLACC curriculum committee support and administration approval,</u></p>	<p><u>Pilot Eng 11 at East High. Collect data and revise and vertically align with Eng 9 & 10</u></p>	<p><u>Expand pilot to include additional high schools. Review current guides and</u></p>	<p><u>Provide training for effective implementation of resources purchased to support English</u></p>	<p><u>Continue to training for effective implementation of resources purchased to</u></p>

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	<u>write English II (American Studies II) curriculum guide.</u>	<u>as appropriate. Continue on-going efforts to identify multiculturally responsive resources and materials to more effectively differentiate curriculum for all students.</u>	<u>feedback, analyze HSGQE data and recommend resources to purchase in support of Eng. 11 (American Studies II), and an aligned, comprehensive LA program to increase achievement for all students in the 11th grade.</u> <u>Seek ASD Board approval for required, English 11 or American Studies II.</u>	<u>11 guides and instruction. Monitor implementation and offer extra support for new teachers.</u>	<u>support English 11 guides and instruction. Monitor implementation and offer extra support for new teachers.</u>
Launch curriculum development for four high school Reading courses.	<u>Curriculum guides for high school Reading (English Foundations I & II) courses completed and in place with a plan for resource support. Provide support for high school reading teachers through training/support group.</u>	<u>In collaboration with High School Education, review test data and resources to identify appropriate materials for high school Reading English Foundations curriculum. Approve Reading/English Foundations, I & II for English credit. Continue support of high school Reading/English Foundations I & II through trainings offered quarterly.</u>	<u>Monitor implementation of English Foundations I & II curriculum guides and instruction and continue to provide training for respective staff. Continue to seek and identify resources which are multiculturally appropriate and at varied reading levels.</u>	<u>Monitor implementation of English Foundations I & II curriculum guides and instruction and continue to provide training for respective staff. Continue to seek and identify resources which are multiculturally appropriate and at reading varied levels.</u>	<u>Monitor and revise as needed for all students to increase achievement.</u>
<p>Goal 2: Supportive and Effective Learning Environment</p>					
<p>Cohorts of K-12 teachers learn and apply Six Trait writing instruction and assessment.</p> <p><u>June ASD Teachers Academy offers Six Trait writing assessment and instruction. (Moved to 2004-2005.)</u></p>	<p><u>June ASD Teachers Academy offers Six Trait writing assessment and</u></p>	<p><u>June ASD Teachers Academy offers Six Trait writing assessment and instruction.</u></p>	<p><u>June ASD Teachers Academy offers Six Trait writing assessment and</u></p>	<p><u>June ASD Teachers Academy offers Six Trait writing assessment and</u></p>	<p><u>June ASD Teachers Academy offers Six Trait writing assessment and</u></p>

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	<p><i>instruction.</i></p> <p><i>Develop and offer series of follow-up trainings in Six Trait writing instruction and assessment.</i></p>	<p>(In-kind and self-support).</p> <p><i>Provide Six Trait Writing training for new LA teachers, K-12.</i></p>	<p><i>instruction.</i></p> <p>(In-kind and self-support)</p> <p><i>Provide Six Trait Writing training for new LA teachers, K-12.</i></p>	<p><i>instruction.</i></p> <p>(In-kind and self-support).</p> <p><i>Provide Six Trait Writing training for new LA teachers, K-12.</i></p>	<p><i>instruction.</i></p> <p>(In-kind and self-support).</p> <p><i>Provide Six Trait Writing training for new LA teachers, K-12.</i></p>
	<p><i>Work with Instructional Technology (IT) to develop an online plan for re-instituting districtwide writing assessment for a single grade level.</i></p>	<p>Implement district-wide writing assessment for a single grade level.</p>	<p>Implement district-wide online assessment for one grade level at elementary and middle school.</p>	<p>Implement district-wide writing assessment at 5, 7, and 9th grades.</p>	<p><i>Analyze assessment and program data for curriculum and resource adjustments.</i></p>
<p>Language Arts curriculum K-12 integrates instructional technology within the classroom as a tool for the learning process, and for higher achievement of all students.</p>	<p>Ninth and tenth grade curriculum guides show integration of technology as a tool through performance tasks and lessons.</p>	<p>Monitor progress and survey needs of teachers as integration of technology continues.</p>	<p>Work with IT to identify specific training workshops for LA teachers.</p>	<p>Continue to survey needs and respond with site/teacher specific support.</p>	<p>Assess curriculum guide and revise technology integration components as needed.</p>
	<p>K-8 Language Arts curriculum guides incorporate instructional technology.</p>				
<p><i>Fairview initiative, Read 180, for intermediate grades demonstrates integration of technology to remediate reading and writing.</i></p>	<p><i>Train teachers and implement READ 180 for non-proficient students in grades 4, 5, and 6 in one elementary school.</i></p>	<p><i>Pilot READ 180 Reading intervention program in high school summer school classroom. (Literacy Bootcamp.)</i></p>	<p><i>Track student data to determine effectiveness of READ 180.</i></p>		
<p><u><i>Collaborate across content areas to identify common themes and shared Grade Level Expectations.</i></u></p>	<p><i>Integrate middle school and high school Language Arts and Social Studies curricula at major conceptual, thematic and historical junctures.</i></p>	<p>Initial Implement Language Arts/ Social Studies integrated units in place and online. curriculum guides and post for online accessibility.</p>	<p>Additional Language Arts/Social Studies units in place and online. Support as needed at site.</p> <p>Support integrated curriculum guides with site</p>	<p><i>Survey teachers to evaluate curriculum structures and respond to data.</i></p>	

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			<u>and district-wide collaborations/trainings.</u>		
<i>Work with ASD Health and Physical Education Program and the Alaska Department of Education and Early Development to incorporate health topics and health-related literature into high school health and reading classes. Offer training for Health and Reading teachers.</i>	High School Teen Issues and reading classes combine reading and health standards.	<i>Identify current and appropriate resources as needed for social, emotional and academic "wellness" for all students. (Moved up from 2007-2008.)</i>	<i>Review and revise as needed.</i>	<i>Identify current and appropriate resources as needed for social, emotional, and academic "wellness" for all students. (Moved to 2005-2006.)</i>	
	Resources are identified to support instruction.	Recycle the Health and Reading training.	Resources are identified to support instruction.	Recycle the Health and Reading training.	Resources are identified to support instruction.
	Language Arts Advanced Placement teachers in all six enrollment areas know and deliver vigorous curriculum with high expectations for all student groups.				
Language Arts Advanced Placement teachers in all six enrollment areas are trained in AP literature and composition for equitable access to high-level curriculum by all students.	<i>New Language Arts AP and pre- AP teachers of courses that vortically align with AP are trained. <u>receive training.</u></i> <i><u>Identify vertical teams among middle and high schools to align curriculum and establish high expectations for all students.</u></i>	<i><u>Identify vertical teams among middle and high schools to align curriculum and high expectations for all students.</u></i> (Moved to 2004-2005.) <i><u>Work with Project APPEAL to continue the AP and pre-AP goals.</u></i>	<i><u>New Language Arts AP teachers and teachers of courses that vortically align with AP are trained.</u></i> →	<i><u>Identify vertical teams among middle and high schools to align curriculum and high expectations for all students.</u></i> →	<i><u>New Language Arts AP teachers and teachers of courses that vortically align with AP are trained.</u></i> →
Goal 3: Public Accountability					

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<p>Ninth and tenth grade Language Arts teachers are trained to analyze and use disaggregated data to make appropriate decisions for literacy instruction.</p>	<p style="text-align: center;">→</p> <p>Ninth and tenth grade Language Arts teachers know how to analyze and use disaggregated data to make appropriate decisions for literacy instruction. (Moved to 2003-2004.)</p> <p>Train all Language Arts teachers in data analysis and use.</p>	<p style="text-align: center;">→</p> <p>Refresh data analysis training for new Language Arts teachers at each site.</p>	<p style="text-align: center;">→</p> <p>Survey to identify ongoing needs of LA teachers in the use of the Student Data Management System (SDMS).</p>	<p style="text-align: center;">→</p> <p>Monitor and respond to surveys to maintain expertise in using data to inform instruction.</p>	<p style="text-align: center;">→</p>
<p>Language Arts curriculum online includes ninth and tenth grade curriculum guides for wide-spread community access.</p> <p><u>Language Arts curriculum is accessible online.</u></p>	<p>Grades seven and eighth Language Arts curriculum <u>is guides are</u> online.</p>	<p>All K-12 Language Arts curriculums and related resources are online.</p>	<p>Continue to monitor and update LAOnline! (<u>Language Arts web site</u>).</p>	<p>Continue to monitor and update LAOnline! (<u>Language Arts web site</u>).</p>	<p>Continue to monitor and update LAOnline! (<u>Language Arts web site</u>).</p>
<p>Continue collaborations and cultivate new connections with community groups in support of literacy, e.g., Authors in Schools, Alaska Reads, and <u>Alaska Sisters in Crime</u>.</p>	<p>Revive Young Writers' Retreat for ASD students in collaboration with Authors in Schools and other community groups. Implement in fall.</p>	<p>Assess, revise and enhance as necessary with collaborating partners.</p> <p><u>Continue to provide the Young Writers' Retreat as a collaborative event with community support.</u></p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>
<p>Continue to support Reading initiatives in schools, such as: Reading is Fundamental, Battle of the Books, Alaskan Authors in Schools, and Books on Buses.</p>	<ul style="list-style-type: none"> ▪ Increase support and number of schools for Reading is Fundamental ▪ Continue support for district-wide Battle of the Books. ▪ Work with community 	<ul style="list-style-type: none"> ▪ Continue support for district-wide Battle of the Books. ▪ Work with community groups to provide author visits to high schools. ▪ <u>Coordinate effective</u> 	<ul style="list-style-type: none"> ▪ Continue support for district-wide Battle of the Books. ▪ Work with community groups to provide author visits to elementary schools. 	<ul style="list-style-type: none"> ▪ Continue support for district-wide Battle of the Books. ▪ Work with community groups to provide author visits to middle schools. ▪ <u>Coordinate effective</u> 	<ul style="list-style-type: none"> ▪ Continue support for district-wide Battle of the Books. ▪ Work with community groups to provide author visits to high schools. ▪ <u>Coordinate effective</u>

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	<p>groups to provide author visits to middle schools.</p> <ul style="list-style-type: none"> • <u>Coordinate effective practices with RIF in 15 elementary schools.</u> 	<p><u>practices with RIF in 15 elementary schools.</u></p>	<ul style="list-style-type: none"> ▪ <u>Coordinate effective practices with RIF in 15 elementary schools.</u> 	<p><u>practices with RIF in 15 elementary schools.</u></p>	<p><u>practices with RIF in 15 elementary schools.</u></p>
<p>Curriculum Committees for elementary, middle and high school continue to meet regularly throughout the year.</p>	<p>Curriculum Committee membership includes increased parent representation at all three levels.</p>	<p><u>Monitor membership in curriculum to ensure balanced representation.</u></p> <p><u>Curriculum Committees for elementary, middle and high school continue to meet regularly throughout the year.</u></p>	<p><u>Curriculum Committees for elementary, middle and high school continue to meet regularly throughout the year.</u></p>	<p><u>Curriculum Committees for elementary, middle and high school continue to meet regularly throughout the year.</u></p>	<p><u>Curriculum Committees for elementary, middle and high school continue to meet regularly throughout the year.</u></p>