

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
GOAL 1: <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap 					
<i>Develop high school World Languages curriculum guides: Estudios Latinoamericanos pilot and AP</i>	Estudios Latinoamericanos guide in use in the classroom. Pilot course adopted: June				
				<i>Develop curriculum/pacing guides for all AP world languages courses.</i>	→
		<u>Develop AP Russian Language course curriculum guide.</u>			
<i>Develop middle school Spanish Immersion curriculum guides for grades seven and eight.</i>	Middle school Spanish Immersion curriculum guides in use in the classroom.				
			Each year 70% of World Languages students progress one level on the oral language proficiency scale, e.g., Novice-low to Novice-mid.	→	→
<i>K-12 World Languages teachers learn models for performance standards and assessing oral language proficiency.</i>	→	Baseline oral language proficiency levels are established for all World Languages students, K-12.	→ <i>K-12 World Languages students are assessed for oral proficiency each year and the K-12 program refined accordingly.</i>	<i>Develop K-12 articulated oral proficiency performance assessment and performance assessments for the World Languages program that are established and aligned across the World</i>	→

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<p>More students begin second language study at elementary/middle schools.</p> <p>More students enroll in advanced World Languages courses. (i.e., Levels IV, V, AP) each year.</p>	<p>↑ 5% students begin earlier</p> <p>↑ 10% students in advanced courses</p> <p><u>Equalize opportunities for middle school students to reach higher level course work.</u></p>	<p>↑ 6% students begin earlier</p> <p>↑ 10% students in advanced courses</p> <p><u>Add more sections of 1A and 1B courses at the middle school level.</u></p>	<p><u>Pilot a computerized assessment program to measure students' oral proficiency levels at benchmark years in all languages as a means to implement a formative assessment for world languages.</u></p> <p><u>K-12 World Languages teachers learn models for written performance standards.</u> <u>Move to 07/08.</u></p> <p>→</p>	<p><i>Languages curriculum.</i></p> <p><u>Begin implementation of districtwide computerized assessment program to measure students' oral proficiency.</u></p> <p><u>K-12 articulated written proficiency standards and performance</u> <u>Move to 08/09</u></p> <p><i>K-12 World Languages teachers learn models for written performance standards.</i></p> <p>→</p>	<p><u>K-12 World Languages students are assessed each year for writing proficiency.</u> <u>Move to 09/10.</u></p> <p>K-12 articulated written proficiency standards and performance</p> <p>→</p>
	<p><u>Increase the numbers of students enrolled in longer, uninterrupted sequences of World Languages courses.</u></p>	<p><u>Add Russian 1A course at the middle school level.</u></p>	<p><u>Add Japanese 1A and Russian 1B courses at the middle school level.</u></p>	<p><u>Add Japanese 1B at the middle school level.</u></p>	<p>→</p>

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	<u>Add new AP language courses: AP Russian Language and AP Latin Literature.</u>	<u>Pilot AP Japanese Language course</u>	<u>Implement AP Japanese Language course.</u>	→	→
	Establish baseline of under-represented groups in world languages program.	↑ 10% proportion of under-represented groups	↑ 10% proportion of under-represented groups	↑ 10% proportion of under-represented groups	↑ 10% proportion of under-represented groups
	<i>Implement Spanish for Fluent Speakers, targeting Spanish first-language speakers on the middle school level.</i>	→	→	→	→
Establish elementary Russian Language Immersion Program.	<u>Establish Russian Immersion Kindergarten and Grade One.</u>	<u>Add Russian Immersion Grade Two.</u>	<u>Add Russian Immersion Grade Three.</u>	<u>Add Russian Immersion Grade Four.</u>	<u>Add Russian Immersion Grade Five.</u>
				Implement content-based Foreign Language in the Elementary School (FLES) in two elementary schools/enrollment areas.	Add FLES in two additional elementary schools/enrollment areas.
<i>Government Hill/Romig/West K-9 Spanish immersion adds 10th grade.</i>	<i>Government Hill/Romig/West K-10 Spanish immersion adds 11th grade.</i>	<i>Government Hill/Romig/West K-11 Spanish immersion adds 12th grade.</i> <u>Government Hill/Romig/West Spanish immersion is K-12.</u>			
<i>Chugiak Elementary/Mirror Lake/Chugiak High K-11 Spanish immersion adds 12th grade.</i> <u>Chugiak Elementary/Mirror Lake/Chugiak High School Spanish immersion is K-12.</u>					

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	<p>Complete and use AP Curriculum/Pacing Guide for all AP World Languages. Moved to Goal 1, Row 2.</p>	→	→	→	→
			<p>Spanish International Baccalaureate course is introduced.</p>	<p>Spanish and Russian International Baccalaureate courses are offered.</p>	<p>Spanish, Russian, and French International Baccalaureate courses are offered.</p>
<p>Goal 2: Supportive and Effective Learning Environment</p>					
	<p>All K-12 World Languages teachers learn and apply upgraded strategies for the three modes of communication standard (Interpersonal, Interpretive, Presentational).</p>	→	→	→	→
<p><i>K-12 cohorts of teachers in every enrollment area will learn and implement Kagan Cooperative Learning strategies: Summer Institute and year-long site follow-up with peers.</i></p>	<p><i>Two more K-12 cohorts in every enrollment area learn and implement Kagan Cooperative Learning strategies and site follow-up with peers. ASD Kagan trainers trained.</i></p>	<p><i>Two more K-12 cohorts learn, use, share Kagan Cooperative Learning strategies.</i></p>	<p><i>Two more K-12 cohorts learn, use, share Kagan Cooperative Learning strategies.</i></p>	<p>All World Languages classrooms use Kagan Cooperative Learning strategies.</p>	
			<p><i>Design ASD Teacher Observation Matrix for Best Practices in the World Languages Classroom.</i></p>	<p><i>Principals and pilot school teachers learn how to use matrix to improve instruction. Matrix piloted, revised.</i></p>	<p>Teacher Observation Matrix in use for improvement of second language instruction districtwide, all languages, all levels.</p>

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Goal 3: Public Accountability					
Strengthen linkages with community in language and culture learning.					
<i>Work with Alaska universities to continue articulating AP and advanced level language courses.</i>	→	→	→	→	→
	<p><u>Fill the need for certificated advanced level World Languages teachers.</u></p> <p><i>Work with UAA to address ongoing critical shortage of advanced level World Languages secondary teachers.</i></p> <p><i>Work with UAA to design MAT program.</i></p>	<p><i>Pilot MAT program with UAA to prepare cadre of World Languages teachers.</i></p>	<p><u>Establish MAT program for secondary World Languages teachers.</u></p> <p><i>Design MAT elementary immersion teacher program.</i></p>	<p><i>Pilot MAT elementary immersion teacher program.</i></p>	<p><u>Establish MAT elementary immersion teacher program.</u></p>
<i>Implement local/national foreign language standards for "communities."</i>					
<i>Work with community partners (e.g., Japanese, Dominican Republic consulates, international businesses) to draw in resources and link students with native speakers and authentic experience.</i>	→	→	→	→	→

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		National Flagship K-16 Russian Program: National Security Education Program, National Foreign Language Resource Center.			