

**ADVANCED PLACEMENT AND HIGHER LEVEL COURSEWORK  
SIX-YEAR INSTRUCTIONAL PLAN  
June 9, 2008**

**ABSTRACT**

The Advanced Placement and Higher Level Coursework Instructional Plan is designed to build access, enrollment, and success in higher-level coursework for all students. Applying data analysis from Project APpeal and other programs that promote rigor allows the development of purposeful, focused initiatives to achieve these goals. Teachers and administrators will develop and maintain curricular alignment across content areas in a clearly articulated, vertical framework to guide teachers and students to success. Schools will work to create a learning environment that provides all students with the requisite skills to succeed in rigorous coursework across content areas. Integrated student and family support services will involve parents and the wider community in supporting and celebrating student achievement in higher-level coursework.

Year 1 FY 2006 - 2007	Year 2 FY 2007 - 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 - 2011	Year 6 FY 2011 - 2012
<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><b>Percent of high school students successfully completing AP courses will increase by 5% each in each AYP designated student group.</b></p> <p><i>Continue gathering and analyzing data, by AYP designated groups, for each AP content area:</i></p> <ol style="list-style-type: none"> <li>1. <i>Number of <del>students who are enrolled in AP courses that are successfully completed, by enrollment area.</del></i></li> <li>2. <i>Number of students by enrollment area who successfully complete* AP courses.</i></li> <li>3. <i>Number of AP exams taken, by enrollment area and by AYP designated groups.</i></li> <li>4. <i>Number of AP exams taken which earn a score 3 or higher, by enrollment area and by AYP designated groups.</i></li> </ol> <p><i>*A student who earns a grade of "C" or better is considered to have successfully completed an AP course.</i></p>	<p><i>Compare successful course completion data from year-to-year.</i></p> <p>(1) <i>Data gathered <del>twice yearly</del> from Master Schedule Profiles of Performance.</i></p> <p>(2) <i>Data gathered from Profile of Performance.</i></p> <p>(3) <i>Data gathered from College Board reports.</i></p> <p>(4) <i>Data gathered from College Board reports.</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 style="text-align: center;">→</p> <p style="text-align: center;">→</p>	<p style="text-align: center;">→</p> <p style="text-align: center;"><i>SIS system allows for tally of students enrolled in separate AP courses.</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 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> <p style="text-align: center;">→</p>
		<p><b>All AP course syllabi aligned with College Board standards.</b></p>			

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<p>Use data analysis to inform such planning and program areas as AP program policies, program design, and professional development.</p>	<p>—————&gt;</p> <p>Compare tests taken with successful completion data from year-to-year.</p> <p>Compare test scores of 3 or higher data from year-to-year.</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>AP course content and delivery align with high expectations on AP exams.</p>
<p>AP and higher level offerings identified and vertically aligned in all curriculum areas.</p> <p>Vertical course sequences with multiple entry points that lead to higher level and AP courses are designated.</p>	<p><del>“Paths to AP” for Language Arts, Social Studies, Music, and Art identified and included on the AP Web Site, and updated as needed.</del></p> <p>College Board prerequisite requirements for Science, World Languages, and Math AP classes identified and included on the AP website, and updated as needed.</p>	<p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p>
<p>Equip AP content areas with instructional materials, supplies, and software to support expected growth in enrollment and course offerings, and to comply with College Board AP Audit requirements.</p> <p>Critical AP materials needs are identified and included in the curriculum renewal cycle.</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>AP Science classes <u>will</u> meet College Board-outlined lab requirements. (changed to objective)</p> <p>Plan for making college preparatory tests more available to students in key grade levels, (i.e. EXPLORE in 8<sup>th</sup> grade, PLAN in 10<sup>th</sup> grade, PSAT in 11<sup>th</sup> grade).</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>

Year 1 FY 2006 - 2007	Year 2 FY 2007 - 2008	Year 3 FY 2008 – 2009	Year 4 FY 2009 – 2010	Year 5 FY 2010 - 2011	Year 6 FY 2011 - 2012
<p><i>Project APPEAL 7<sup>th</sup> and 9<sup>th</sup> graders have opportunity to take PSAT.</i></p>	<p><i>Project APpeal 8<sup>th</sup> graders have opportunity to take EXPLORE.</i></p> <p><i>Project APpeal 10<sup>th</sup> graders have opportunity to take PLAN.</i></p> <p><i>Project APpeal 11<sup>th</sup> graders have opportunity to take PSAT.</i></p>	<p><i>Project APpeal 8<sup>th</sup> graders have opportunity to take EXPLORE.</i></p> <p><i>Project APpeal 10<sup>th</sup> graders have opportunity to take PLAN.</i></p> <p><i>Project APpeal 11<sup>th</sup> graders have opportunity to take PSAT.</i></p>	<p><i>8<sup>th</sup> graders in 6 middle schools have the opportunity to take EXPLORE.</i></p> <p><i>10<sup>th</sup> graders in 3 high schools have the opportunity to take PLAN.</i></p> <p><i>11<sup>th</sup> graders in all high schools have the opportunity to take the PSAT.</i></p>	<p><i>8<sup>th</sup> graders in 8 middle schools have the opportunity to take EXPLORE.</i></p> <p><i>10<sup>th</sup> graders in 5 high schools have the opportunity to take PLAN.</i></p>	<p><b>In all schools, students have the opportunity to take a college preparatory test in key grade levels, and are encouraged to do so.</b> (changed to objective)</p>
<p><b>All AP and higher level courses are taught with rigor and effective pedagogy.</b></p> <p><b>All AP teachers successfully complete the annual College Board AP Audit (changed to objective).</b></p> <p><i>Teacher Collaborative Work Groups create effective syllabi for each AP course taught.</i></p>	<p style="text-align: center;">→</p> <p><i>Examples of syllabi for each AP class included on AP website.</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><i>Use APEX online AP classes to accommodate student scheduling conflicts and to offer AP classes that otherwise would not have the enrollment to support a class offering.</i></p>	<p><i>APEX online used as support in cross-listed classes, particularly AP French Language and AP German Language.</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><b>Continue to focus AP and higher level course development on priorities in each content area.</b></p> <p><i>Specific objectives for a) new AP course offerings, and/or b) additional sections of existing AP courses, included in each content area's 6 Year Plan.</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 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><b>At least one section of each of the 38 possible AP course offerings taught at ASD.</b> (changed to objective)</p>

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<p><b>Prepare and continually refresh sufficient numbers of AP teachers and AP prerequisite teachers to deliver curriculum in depth, with rigor, and utilizing effective pedagogy.</b></p> <p><i>Over-arching qualifications and expectations of AP teachers defined and posted on AP website.</i></p>	<p><i>A rubric for AP teacher self-evaluation created and made available on AP website. AP teachers will use rubric to determine their training needs.</i></p> <p><i>Survey AP teachers to determine the number that meet the qualifications and expectations as defined on the AP website. Establish baseline, as a percentage of all AP teachers, that meet standards.</i></p>	<p><i>Survey AP teachers to determine training needs.</i></p> <p><b>All AP Teachers will be qualified or working towards qualification.</b></p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>
<p><i>Professional development priorities for AP teachers, potential AP teachers, and AP prerequisite teachers identified within each content area's 6 Year Plan. (Please reference content-specific plans for details).</i></p> <p><i>Include middle-school teachers in AP trainings.</i></p> <p><i>AP teachers and AP prerequisite teachers offered training opportunities in high-need areas.</i></p> <p><i>Project APpeal prepares AP teachers and AP prerequisite teachers to deliver higher-level content with rigor and effective pedagogy.</i></p>	<p>→</p> <p><i>March College Board workshop for 20+ middle school teachers.</i></p> <p><i>Fall "AP Academy" offers training to teachers in 4 areas with high training needs.</i></p> <p><i>Three Project APpeal teachers attend the AP Annual Conference and present information at site or district-level trainings.</i></p>	<p>→</p> <p>→</p> <p><i>"AP Academy" offers training to teachers in areas with high training needs.</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><b>Establish site-level leadership and coordination among Curriculum Principal, AP counselor, and AP teacher-leader. This site-level leadership team facilitates communication and planning between administration, AP and preAP teachers, parents, and</b></p>	<p>→</p>	<p>→</p>			

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<p><b>community members.</b></p> <p><i>Develop job description for AP Teacher Leader position.</i></p>	<p><i>Identify an AP Teacher Leader to facilitate an AP Teacher Committee at each high school enrollment area. This person will work closely with the curriculum principal, AP counselor, and AP teachers to facilitate AP class scheduling, AP test coordination, vertical teaming efforts, and identification of AP students.</i></p>	<p><i>AP Teacher Leaders meet as a group twice yearly to discuss district-wide AP concerns.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>
<p><i>“AP Teacher Leader” program in planning phase, similar to the Dimond High School AP Committee model, prepared at Bartlett High School.</i></p>	<p><i>Implement “AP Teacher Leader” program at Bartlett High School.</i></p>	<p>→</p>			
<p><i>Identify and work with teachers, administrators, and counselors to develop strong vertical teams in every content area and every high school enrollment area, as specified in content-area 6-year plans.</i></p> <p><i>Vertical team professional development events offered each year as a part of each content area’s 6 Year Plan.</i></p> <p><i>Vertical Teams meet and plan teaming activities at content specific meetings during the annual fall cross-district inservice.</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><b>Implement Project APpeal (Advanced Placement for Every Able Learner).</b></p> <p><i>Gather and analyze data on the number of students, by AYP designated groups,</i></p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p><b>Project APpeal ends, data analyzed and used to make recommendations for future programs.</b></p>		

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<p><i>who take a grade-level appropriate college preparatory test (i.e. EXPLORE in 8<sup>th</sup> grade, PLAN in 10<sup>th</sup> grade, PSAT in 11<sup>th</sup> grade).</i></p> <p><b>Increase numbers of students, by AYP designated groups, who take a grade-level appropriate college preparatory test (i.e. EXPLORE in 8<sup>th</sup> grade, PLAN in 10<sup>th</sup> grade, PSAT in 11<sup>th</sup> grade).</b></p> <p><i>Research and identify initiatives in the schools whose purposes are to instill more rigor into curriculum and instruction.</i></p> <p><i>Delineate effective elements of these initiatives, post at least 2 examples on the AP Website, and replicate them within project schools.</i></p> <p><i>“AP Teacher Leader” program in planning phase, similar to the Dimond High School AP Committee model, prepared at Bartlett High School.</i></p> <p><i>Socratic Seminar Program at Clark Middle School based on programs for gifted students and extended to all types of students.</i></p> <p><i>Train 20 teachers in seminar methods.</i></p> <p><i>Train two parent coaches.</i></p>	<p style="text-align: center;">→</p> <p><i>Add 3 examples of effective initiatives to the AP Web site, and provide project schools with support to replicate these initiatives.</i></p> <p><i>Implement “AP Teacher Leader” program at Bartlett High School.</i></p> <p><del><i>Train 10 additional teachers.</i></del></p> <p><del><i>Train 2 additional parent coaches.</i></del></p>	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p><u><i>Train 10 additional teachers.</i></u></p> <p><u><i>Train two additional parent coaches.</i></u></p>	<p><b>Project APpeal ends, data analyzed and used to make recommendations for future programs.</b></p>		

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<p><i>Effective student interest and support programs at Project APpeal schools are designed to increase academic rigor, strengthen student and school connection, and increase community and school connection.</i></p> <p><i>Alegra readiness programs offered for incoming 7<sup>th</sup> graders at project schools.</i></p> <p><i>After-school programs at project schools (i.e. Science Olympiad, AP Science Labs, Community Library Hours, Algebra Readiness) provide academic enrichment; strengthen ties between students and school. At least 5 programs serve at least 200 students.</i></p>	<p style="text-align: center;">→</p> <p><i>Number of after-school programs at project schools will increase by at least 3, students served will increase by at least 50.</i></p>	<p style="text-align: center;">→</p> <p><i>Number of after-school programs at project schools will increase by at least 3, students served will increase by at least 50.</i></p>	<p><b>Project APpeal ends, data analyzed and used to make recommendations for future programs.</b></p>		
<p><i>Community libraries hours after-school at Bartlett provide community access to library resources.</i></p> <p><i>College and career planning for students and families offered at project schools.</i></p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>			
<p><i>Support counselors and administrators in creating and maintaining an equitable AP program.</i></p> <p><i>Counselor professional development, offered twice yearly, provides opportunity for goal setting, data analysis, and professional development.</i></p>	<p style="text-align: center;">→</p> <p><i>College Board workshops in March for counselors and administrators offer training in growing an effective, equitable AP program.</i></p> <p><i>Fall counselor inservice, “Growing an AP Program,” with presenter from College Board.</i></p> <p><i>One Project APpeal counselor has the opportunity to attend the AP Annual Conference.</i></p>	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p>	<p style="text-align: center;">→</p> <p><b>Project APpeal ends, data analyzed and used to make</b></p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>

Year 1 FY 2006 - 2007	Year 2 FY 2007 - 2008	Year 3 FY 2008 – 2009	Year 4 FY 2009 – 2010	Year 5 FY 2010 - 2011	Year 6 FY 2011 - 2012
			recommendations for future programs.		
Ongoing trainings aimed at creating school culture of inclusion and excellence at project schools (i.e. anti-bullying training, using data to identify students for higher-level coursework, using vertical teams to elevate the rigor of all classes.)	→	→	Project APpeal ends, data analyzed and used to make recommendations for future programs.		
AP and college information presentations at open houses, parent conferences at project schools.	→	→	→	→	→
Administer the PSAT to all 8 <sup>th</sup> graders at project schools.	Administer the EXPLORE test to all 8 <sup>th</sup> graders at project schools.  Administer the PLAN test to all 10 <sup>th</sup> graders at project schools.	→  →	Project APpeal ends, data analyzed and used to make recommendations for future programs.		
<b>Goal 2: Supportive and Effective Learning Environment</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.  Annual fall Vertical teaming meetings within content areas use student data and curriculum guides to determine skill priorities and set instructional goals. for	→  <del>Template designed for effective data-driven vertical teaming.</del>	→  →	→  →	→  →	→  →

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<p><i>the year.</i></p> <p><i>World Language incentive program increases the number of students in levels III, IV, and AP. It also encourages more students to enter level II as 9<sup>th</sup> graders.</i></p> <p><i>Math program grants high school credit to middle school students who successfully complete high school level math courses.</i></p> <p><i>Counselors and administrators receive training and support for creating and maintaining equity in higher-level coursework. <del>at annual fall and spring meetings.</del></i></p> <p><i>Teachers who have received training to elevate classroom instruction and who apply that training in daily instruction are identified as "model classrooms," trained as mentors and profiled on the AP website. Funds provided for at least 4 Project APpeal teachers to visit model classrooms.</i></p> <p><i>Expand the use of Apex to provide a full complement of AP courses available at every school.</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> <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>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>
<p><i>APEX Exam Review offers online practice tests and diagnostics for AP students and teachers.</i></p>	<p><i>Demonstrate APEX Exam Review at every high school. <del>at an AP Committee meeting.</del></i></p>	<p><u><i>Increase use of APEX Exam Review.</i></u></p>	<p>→</p>	<p>→</p>	<p>→</p>

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<p>School cultures, beliefs, expectations, and actions support high expectations for all students and opportunities to access higher-level coursework are available to all students.</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
<p><i>Provide professional development opportunities for teachers, counselors, and administrators that focus on differentiation within the multi-level classroom and supporting high expectations for all students.</i></p> <p><i>Dr. Alfred Tatum will provide information on differentiation for adolescent and minority males at ASDSA as a keynote speaker and in an interactive credit course.</i></p> <p><i>Participants will apply methodologies in work on grade level curriculum guides.</i></p>	<p>→</p> <p><i>Dr. Carol Ann Tomlinson will provide information on differentiation and curriculum design to reach all learners at ASDSA as a keynote speaker and in an interactive credit course.</i></p> <p><i>Training provided at the ASDSA, including an inspiring and exceptional consultant. Participants will bring information and methodologies learned to their site schools for sharing.</i></p> <p><i>Participants will develop a plan to share information with content area department and vertical team.</i></p>	<p>→</p> <p><i>Training provided at the ASDSA, including an inspiring and exceptional consultant. Participants will bring information and methodologies learned to their site schools for sharing. (moved)</i></p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>
<p><i>Indian Education, Migrant Education, Bilingual Education, Special Education, and Gifted Education counselors and teachers are included in trainings and vertical teams focused on higher-level coursework.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>

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<b>Goal 3: Public Accountability</b>					
<p><b>Percent of high school students successfully completing AP courses will increase by 5% each in each AYP designated student group.</b></p> <p><i>Continue gathering and analyzing data by AYP designated groups, for each AP content area:</i></p> <p>5. <i>Number of students who are enrolled in AP courses that are successfully completed by enrollment area.</i></p> <p>6. <i>Number of students by enrollment area who successfully complete* AP courses.</i></p> <p>7. <i>Number of AP exams taken, by enrollment area and by AYP designated groups.</i></p> <p>8. <i>Number of AP exams taken which earn a score 3 or higher, by enrollment area and by AYP designated groups.</i></p> <p><i>*A student who earns a grade of "C" or better is considered to have successfully completed an AP course.</i></p>	<p><i>Compare successful course completion data from year-to-year.</i></p> <p>(1) <i>Data gathered twice yearly from Master Schedule Profiles of Performance.</i></p> <p>(2) <i>Data gathered from Profiles of Performance.</i></p> <p>(3) <i>Data gathered from College Board reports.</i></p> <p>(4) <i>Data gathered from College Board reports.</i></p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p><i>SIS system allows for tally of students enrolled in separate AP courses.</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><i>All students enrolled in an AP class are strongly encouraged to take the appropriate AP exam.</i></p>	<p><i>Determine baseline number of students enrolled in an AP class who also take the appropriate AP exam. Use data to set targets for increasing exam participation.</i></p>	<p><i>Increase the number of students enrolled in an AP class who also take the appropriate AP exam.</i></p>			

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			<u>Increase the numbers and percentages of students who take the AP exam.</u>		
			<u>All students enrolled in an AP class are strongly encouraged to take the appropriate AP exam.</u>	<u>Determine baseline number of students enrolled in an AP class who also take the appropriate AP exam. Use data to set targets for increasing exam participation.</u>	<u>Increase the number of students enrolled in an AP class who also take the appropriate AP exam.</u>
	<p><b>District-wide meeting for AP teachers.</b></p> <p><i>Agenda items include:</i></p> <ul style="list-style-type: none"> <li>-College Board Audit completion rates and information.</li> <li>-AP Teacher Self-Reflection Rubric Sharing.</li> <li>-AP teacher training needs survey.</li> <li>-AP 6 Year Plan Sharing.</li> </ul>				
<p><b>Identify students early for AP and higher-level courses.</b></p> <p><i>Administer PSAT to at least-50 eighth grade middle school students. Investigate the most effective college-preparatory tests to use for student identification.</i></p> <p><i>Fall cross-district counselor training includes information on how to use available data to identify, cultivate, and retain students from under-represented groups in higher-level coursework.</i></p>	<p style="text-align: center;">—————&gt;</p> <p><i>EXPLORE test given to all 8<sup>th</sup> grade students at Glark Wendler, Begich, Central, and Romig middle schools.</i></p> <p><i>PLAN test given to all 10<sup>th</sup> grade students at Bartlett High School.</i></p> <p style="text-align: center;">—————&gt;</p>	<p style="text-align: center;">—————&gt;</p> <p><i>EXPLORE available to all 8<sup>th</sup> grade students.</i></p> <p style="text-align: center;">—————&gt;</p> <p style="text-align: center;">—————&gt;</p> <p style="text-align: center;">—————&gt;</p>	<p style="text-align: center;">—————&gt;</p> <p><i>EXPLORE available to all 8<sup>th</sup> grade students.</i></p> <p style="text-align: center;">—————&gt;</p>	<p style="text-align: center;">—————&gt;</p> <p style="text-align: center;">—————&gt;</p>	<p style="text-align: center;">—————&gt;</p> <p style="text-align: center;">—————&gt;</p>

June 9, 2008

**Advanced Placement and Higher Level Coursework Six-Year Instructional Plan FY07 to FY12**

Year 1 FY 2006 - 2007	Year 2 FY 2007 - 2008	Year 3 FY 2008 – 2009	Year 4 FY 2009 – 2010	Year 5 FY 2010 - 2011	Year 6 FY 2011 - 2012
	<p><i>College Board workshop “Growing an AP Program” offered for counselors at cross-district inservice.</i></p> <p><i>Sessions for counselors included in March 22<sup>nd</sup> College Board AP Workshops.</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>Information available on the AP website and number of visitors tracked.</i></p> <p><i>Counselors trained and meet twice yearly to plan how best to offer information and support to parents and the community.</i></p>	<p style="text-align: center;">—————&gt;</p> <p><i>Visits to the AP website will increase 25% with aggressive public awareness campaign for teachers, students, and parents.</i></p> <p style="text-align: center;">—————&gt;</p>	<p style="text-align: center;">—————&gt;</p> <p><i>Visits to the AP website will increase 25% with aggressive public awareness campaign for teachers, students, and parents.</i></p> <p style="text-align: center;">—————&gt;</p>	<p style="text-align: center;">—————&gt;</p> <p><i>Visits to the AP website will increase 5%.</i></p> <p style="text-align: center;">—————&gt;</p>	<p style="text-align: center;">—————&gt;</p> <p style="text-align: center;">—————&gt;</p> <p style="text-align: center;">—————&gt;</p>	<p style="text-align: center;">—————&gt;</p> <p style="text-align: center;">—————&gt;</p> <p style="text-align: center;">—————&gt;</p>
<p><b>District-level and school-level efforts bring parents into the circle of high expectations and home support for academic aspirations and effort.</b></p>	<p style="text-align: center;">—————&gt;</p>	<p style="text-align: center;">—————&gt;</p>	<p style="text-align: center;">—————&gt;</p>	<p style="text-align: center;">—————&gt;</p>	<p style="text-align: center;">—————&gt;</p>
	<p><i>College preparatory test (i.e. EXPLORE, PLAN, and PSAT) information sessions will be held at 4 middle schools and 3 high schools, after each test, to help parents interpret score reports.</i></p>	<p><i>College preparatory test (i.e. EXPLORE, PLAN, and PSAT) information sessions will be held at 6 middle schools and 4 high schools, after each test, to help parents interpret score reports.</i></p>			

June 9, 2008

Advanced Placement and Higher Level Coursework Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007 - 2008	Year 3 FY 2008 – 2009	Year 4 FY 2009 – 2010	Year 5 FY 2010 - 2011	Year 6 FY 2011 - 2012
<p>Curriculum website includes AP information for staff, students, and parents.</p> <p>Course sequences and Paths to AP articulated in all content areas and posted.</p> <p>Sample syllabi for each AP course posted.</p> <p>Links to more information on Advanced Placement, college planning, and rigorous coursework posted.</p>	<p style="text-align: center;">→</p> <p><del>Qualifications and expectations for teachers of Advanced Placement posted. Website links to College Board expectations and qualifications.</del></p> <p><del>A self-reflection rubric posted, based on the qualifications for teachers of AP.</del></p> <p>Post 5 models of ASD effective practices for rigor.</p> <p>Identify and feature teacher leaders who apply classroom practices for rigor and high student achievement.</p> <p>Link to AP teacher training needs survey.</p>	<p style="text-align: center;">→</p> <p><u>Website includes links to College Board audit information.</u></p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>
		<p><b>AP Website maintained and updated.</b></p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>	