

**CURRICULUM DEPARTMENT
SIX-YEAR INSTRUCTIONAL PLAN
June 9, 2008**

ABSTRACT

During the next six years the Curriculum Department will:

- Collaborate with all programs and departments to align K-12 curriculum, instruction and assessments.
- Develop curriculum guides in all subject areas that incorporate academic, Culturally Responsive Education/SEL standards; instructional strategies; assessments; differentiation; technology applications and model lessons.
- Build and communicate an integrated assessment system.
- Implement a K-8 standards based report card.
- Ensure quality online coursework.
- Model 21st Century learning skills and re-conception of education for the future.
- Know and disseminate exemplars of curricular programs, research and practices.
- Collaborate in the development and implementation of a Parent Involvement Six-Year Plan.

Curriculum Six-Year Instructional Plan FY07 to FY12

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| <p>GOAL 1:</p> <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap | | | | | |
| <p>In each subject area, develop curriculum guides that incorporate content and performance standards, Culturally Responsive Education/SEL standards, assessments, instructional strategies, differentiation, cross grade articulation, model lessons, and technology applications.</p> <p>Culturally Responsive Education Continuum (CREC) is used in curriculum guides, professional development, and evaluation of curriculum materials.</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>K-12 curriculum is aligned through and across disciplines. All subject areas have curriculum guides which integrate pacing, assessments, academic standards, model lessons, and Culturally Responsive Education/SEL standards and practices.</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>Subject area curriculum guides are developed and expanded in concert with adoptions and course revisions.</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>Committee with broad representation chaired by Curriculum and Assessment & Evaluation develops framework for comprehensive system for integrated assessment.</i></p> | <p><i>Presentation of framework for integrated assessment system at Council of Great City Schools, Fall 2007.</i></p> | | | | |

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| <p>Content areas develop rubrics and assessment components for integrated assessment, to assess performance indicators under each measurement topic, following the example of Language Arts, Math and Social and Emotional Learning.</p> | <p>→</p> <p>Professional development for integrated assessment is incorporated into inservices summer academy offerings, administrator training and content area credit courses.</p> | <p>→</p> <p>→</p> | <p>→</p> <p>→</p> | <p>→</p> <p>→</p> | <p>All components of an integrated assessment system are known and used in all ASD classrooms to inform instruction.</p> |
| <p>Develop overarching, comprehensive plan for e-learning in the Anchorage School District, in collaboration with Educational Technology Department.</p> | <p>Overarching, comprehensive plan for e-learning in the Anchorage School District complete.</p> <p>Perform fit-gap analysis for what is in place, what is needed, what can be anticipated. Prioritize needs and actions every year.</p> | <p>Overarching, comprehensive plan for e-learning in the Anchorage School District complete.</p> <p>→</p> | <p>→</p> | <p>→</p> | <p>→</p> |
| <p>Pilots for online U.S. Government, English 9, and Algebra I are implemented September 2006.</p> <p>9-12 online coursework includes APEX, Alaska Studies online, two Florida Virtual courses: Algebra and Marine Biology.</p> | <p>Process of adding online high school coursework continues.</p> | <p>→</p> | <p>→</p> <p>High School Program of Studies reflects online coursework offerings.</p> | <p>High School Program of Studies reflects online coursework offerings.</p> | <p>Quality online coursework is provided by ASD.</p> |

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| | <p><i>Work with Educational Technology to develop a plan that includes appropriate subject areas and criteria for online courses for students in grades 7-8.</i></p> | <p><i>Work with Educational Technology to develop a plan that includes appropriate subject areas and criteria for online courses for students in grades 7-8.</i></p> <p>Expand the % of ASD teachers who are trained to teach online coursework.</p> <p><i>Provide professional development for all teachers that prepares them to teach online coursework using best practices</i></p> | <p>→</p> <p>→</p> <p>→</p> | <p>Plan for online courses complete, in place and in Middle School Program of Studies.</p> <p>→</p> <p>→</p> | <p>Plan for online courses complete, in place and in Middle School Program of Studies.</p> <p>100% of ASD teachers are trained to teach online coursework.</p> |
| <p><i>Continue design of K-8 Standards-Based Report Card (SBRC) Standards-Based Assessment and Reporting (SBAR).</i></p> <p><i>Plan developed for pilot roll-out, pilot participants, and technology interface.</i></p> <p><i>Develop professional development plan for all elementary teachers in standards-based reporting and assessment.</i></p> | <p>→</p> <p><i>Social Studies, <u>Physical Education</u>, and Science work with Marzano to develop faceplate and rubrics for K-8 elementary SBAR.</i></p> <p><i>Pilot roll-out of SBRC in K-6 elementary, Language Arts, Math and Social and Emotional Learning with technology application.</i></p> | <p>→</p> <p><i>Monitor roll-out and add additional content area and grade-level components.</i></p> | <p>→</p> <p>Standards-Based Report Card in place K-6.</p> | <p><i>Build on elementary SBRC SBAR implementation plan to transition to Middle School.</i></p> | <p>→</p> |

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| | <i>All elementary teachers trained in Standards-Based Assessment and Reporting.</i> | <i>All elementary teachers receive additional training in Standards-based Assessment and Reporting within an SEL context.</i> | | | |
| | <i>Pilot Language Arts, Math and SEL Standards-Based Assessment and Reporting with identified elementary teachers.</i> | <i>Expand Pilot.</i> | <i>Fully Expand implementation of K-6 elementary standards-based reporting in Math, Language Arts, and Social and Emotional Learning. Science, Social Studies, and Physical Education are added.</i> <i>Plan developed for 7-8 pilot roll-out participants.</i> | —————→ <i>Pilot roll-out in 7-8.</i> | —————→ <i>Monitor 7-8 roll-out to guide process for full implementation.</i> |
| <p>Know and disseminate exemplars of curricular programs, research and practices.</p> <p><i>Keep current on educational research.</i></p> <p><i>Provide Professional Development in content and pedagogical areas under the purview of the Curriculum Department.</i></p> <p><i>Initiate early Fall 2006: As a collaborative between Curriculum Department and Assessment & Evaluation, K-8 Math training is data-driven and differentiated for needs of specific school sites, based on a concept of targeting struggling Math students.</i></p> | <p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p> <p><i>Continue to design and deliver professional development based on student data and specific needs of schools and programs.</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> |

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| <p>Curriculum website includes <u>links to updated information on staff, research and best practices, curriculum guides, six-year plans, and links to exemplary programs.</u></p> | <p>Compendium of differentiated resources and lessons based on specific Math strands available in grades 3-6 online and in text.</p> <p>Website links to Language Arts, Social Studies 7-8 curriculum guides.</p> <p>Language Arts Culturally Responsive lesson templates are also linked.</p> | <p>—————></p> <p>Curriculum website will link to subject area resources as they are produced.</p> | <p>—————></p> <p>—————></p> | <p>—————></p> <p>—————></p> | <p>—————></p> <p>—————></p> |
| <p>Goal 2: Supportive and Effective Learning Environment</p> | | | | | |
| <p>New plan for capacity-building in elementary and middle level Cooperative Learning is developed.</p> <p>Cooperative Learning course at ASDSA.</p> | <p><u>Cooperative learning is a culturally responsive practice and modeled in district trainings.</u></p> <p>—————></p> | <p>—————></p> <p>Elementary and middle level Cooperative Learning plan implemented.</p> <p>—————></p> | <p>—————></p> <p>—————></p> | <p>—————></p> <p>—————></p> | <p>Cooperative Learning is a standard Culturally Responsive practice in District classrooms in every school.</p> <p>—————></p> |
| <p>Cooperative Learning modeled at Administrative Advance.</p> | <p>—————></p> | <p>—————></p> | <p>—————></p> | <p>—————></p> | <p>—————></p> |
| <p>ASD leads the nation in developing and implementing a four-quadrant framework of Social and Emotional Learning standards, benchmarks and performance indicators.</p> | <p>—————></p> | <p>—————></p> | <p>—————></p> | <p>—————></p> | <p>—————></p> |

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| <p><i>Content area task forces develop templates for model lessons infused with Culturally Responsive practices (Language Arts and Social Studies, summer 2007).</i></p> | <p><i>Expand template to include Language Arts, Science and 7-8 Math.</i></p> <p><i>Credit courses offered for teachers incorporate teacher observations of model lessons in demonstration classrooms.</i></p> | <p><i>Expand template to include other content areas.</i></p> | | | |
| <p>Culturally Responsive Education Continuum crosswalks CR standards with SEL standards.</p> | <p><i>Social and Emotional Learning is embedded in Culturally Responsive model practices, lessons and professional development for the content areas.</i></p> | <p>—————→</p> | <p>—————→</p> | <p>—————→</p> | <p>Each content area demonstrates model classrooms K-12 that infuse content area techniques of Culturally Responsive practices and SEL.</p> |
| <p>Curriculum Department models 21st Century learning skills and re-conception of education for the future.</p> <p><i>Inter-departmental book studies and professional development begin and accelerate this shift.</i></p> <p><i>Each content area is asked to incorporate key concepts base on book study into corresponding action plan.</i></p> <p><i>Participation in ASTE conference moves department into next phase thinking.</i></p> | <p>—————→</p> <p><i>Content area action plans are implemented.</i></p> <p><i>Curriculum Department, Educational Technology, and Librarians collaborate to develop e-learning plan.</i></p> <p><u><i>Professional development of Curriculum Department includes extensive training</i></u></p> | <p>—————→</p> <p>—————→</p> <p><u><i>Analysis of high school forum data relative to 21st Century Schools is</i></u></p> | <p>—————→</p> <p>—————→</p> | <p>—————→</p> <p>—————→</p> | <p>—————→</p> <p>—————→</p> |

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| | <p><i>on Web 2.0 tools. Content area action plans include use of Web 2.0 tools in trainings and planning with guidance of Educational Technology experts.</i></p> | <p><i>considered in content area planning.</i></p> | | | |
| <p>Goal 3: Public Accountability</p> | | | | | |
| <p>Curriculum adoptions and renewals are inclusive, cyclical, and conducted according to best practices and highest industry standards.</p> | <p><i>Purchasing Department added as component of curriculum review cycle.</i></p> | <p>→</p> | <p>→</p> | <p>→</p> | <p>Training and criteria used in adopted/supplemental materials review processes result in curriculum materials that promote proficiency in SBAs in 90-95% of students. Training provided ensures that curriculum is taught with fidelity.</p> |
| <p><i>As part of K-8 Math program evaluation a vision for K-8 Math instruction is collaboratively developed and is based on research.</i></p> | <p><i>Middle school Language Arts adoption process collaboratively developed and based on research.</i></p> | | | | |
| <p><i>In collaboration with Educational Technology, research and incorporate into the adoption cycles more far-reaching criteria for non-traditional curriculum resources-beyond textbooks.</i></p> <p><i>Redesign and redefine the curriculum adoption cycle to better reflect attributes of content area information (accessibility and timeliness), and in accordance with 21st century learning skills.</i></p> | <p><i>For 2008, Social Studies adoption for grades 9-10 includes examples of non-traditional resources.</i></p> <p>→</p> | <p><i>Content area adoptions and curriculum guides include non-traditional curriculum resources--beyond textbooks.</i></p> <p>Redefined adoption cycle mirrors content area attributes and requirements of 21st century learning.</p> | <p>→</p> <p>→</p> | <p>→</p> <p>→</p> | <p>→</p> <p>Redefined adoption cycle mirrors content area attributes and requirements of 21st Century learning.</p> |

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| <p><i>Develop continuum of adopted materials/training costs to guide budget/funding process.</i></p> <p><i>Curriculum renewal process is streamlined through electronic survey tools employed as a data gathering tool in Math evaluation survey administered to Math teaching staff in all middle schools and 30 elementary schools.</i></p> | <p><i>Curriculum renewal process is streamlined through electronic survey tools employed as a data gathering tool. in Math evaluation survey administered to Math teaching staff in all middle schools and 30 elementary schools.</i></p> | <p>→</p> | <p>→</p> | <p>→</p> | <p>→</p> |
| <p><i>K-8 Math program evaluation continues through 2007.</i></p> <p><i>Materials for 6-8 adoption reviewed.</i></p> | <p><i>Recommendations from Math evaluation analyzed, disseminated, and used to inform K-6 Math program direction.</i></p> <p><i>Training for use of middle school Math curriculum.</i></p> <p>New 6-8 Math adoption in place in middle schools.</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><i>Electronic course approval process tested.</i></p> | <p>Electronic course approval process online, Fall 2007.</p> <p><i>Curriculum principals and counselors trained to use online course approval process, Fall 2007.</i></p> | <p>Electronic course approval process online, Fall 2007.</p> <p><i>Curriculum principals and counselors trained to use online course approval process, Fall 2008.</i></p> | | | |
| <p><i>High school course catalogue culling</i></p> | <p><i>Culling of course catalogues</i></p> | <p>High School course</p> | | <p>High School course</p> | <p>→</p> |

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| <p><i>process begun by Curriculum Department to eliminate obsolete course numbers.</i></p> | <p><i>continues through various program filters and site-specific high school and charter school filters.</i></p> <p><i><u>Planning for implementation of new SIS system (Zangle) includes uploading of high school course offerings.</u></i></p> | <p>offerings are site-appropriate and non-duplicative. Approval process is accessible and is widely used by high school staff.</p> | <p><i><u>Integration of course catalogue information into SIS system (Zangle).</u></i></p> | <p><u>offerings are site-appropriate and non-duplicative. Approval process is accessible and is widely used by high school staff, coincidental with Zangle going live.</u></p> | |
| <p><i>Revision of middle school Program of Studies is carried out by middle school principals, Curriculum Department, and curriculum committee members.</i></p> | <p style="text-align: center;">→</p> <p><i>In collaboration with Assessment & Evaluation, develop standardized placement/recommendation procedure for middle school transitions.</i></p> | <p>Middle School Program of Studies reflects offerings that are clearly articulated, use a standardized placement and recommendation procedure.</p> | | | <p><u>Middle School Program of Studies reflects offerings that are clearly articulated, use a standardized placement and recommendation procedure.</u></p> |
| <p>The scope of parent involvement is enlarged through increased access to and understanding of the curriculum via participation in interactive, innovative curriculum-based initiatives.</p> | <p style="text-align: center;">→</p> | <p style="text-align: center;">→</p> <p><i><u>Curriculum, ASD Accountability Department, and Assistant Superintendent collaborate to develop six-year parent involvement and</u></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>Design and deliver interactive curricular modules that engage the community. e.g., 2007 Norman Vaughn Serum Run'25; a televised, curriculum-based module collaboratively developed by the community and district staff.</p> | <p>Fall 2007, interactive module developed to reflect Clark transition to neighboring middle schools.</p> <p><u>Interactive module developed to link schools in real time with ASD science teacher participating in multi-national research in Antarctica. Curriculum Department will collaborate with ASD Communications, Channel 14, Educational Technology, and The Imaginarium.</u></p> <p>Conceive interactive family curriculum modules with use of cyber and telecommunications technologies which draw families directly into curriculum-based learning.</p> | <p><u>empowerment plan.</u></p> <p><u>Interactive module developed to link schools in real time with ASD science teacher participating in multi-national research in Antarctica. Curriculum Department will collaborate with ASD Communications, Channel 14, Educational Technology, and The Imaginarium.</u></p> <p>→</p> <p>Work continually with Communication Department to target viewing audience and gauge satisfaction.</p> | <p>→</p> <p>→</p> | <p>→</p> <p>→</p> | <p>→</p> <p>→</p> |