

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
<b>GOAL 1:</b> <ul style="list-style-type: none"> <li>▪ Increase achievement of all students</li> <li>▪ Reduce achievement gap</li> </ul>					
Students acquire 21 <sup>st</sup> century skills such as problem-solving, critical thinking, and accessing and analyzing information. Lessons with technology applications embedded in curriculum guides.	→	→	→	→	→
	Curriculum adoptions include best practices in technology applications.  <i>Curriculum adoption committees include Technology Teacher Leaders.</i>  <i>Material selection and curriculum guides reflect best practices and incorporate effective instructional technology.</i>	→  →  →	→  →  →	→  →  →	→  →  →
<i>Work with Literacy Program to incorporate technology applications into grades 9 and 10 Language Arts curriculum guides.</i>	<i>Work with Literacy Program to incorporate technology applications into K-6 curriculum guides.</i>  <i>Provide technical assistance for field testing K-6 and grades 9 and 10 technology-rich language arts lessons in the classroom.</i>		<u>Provide a cross-section of Language Arts teachers with tools and resources designed to increase student's higher level thinking skills using the Intel Teaching Thinking with Technology tools</u>		
	<i>Work with Literacy Program to incorporate technology applications into middle school Language Arts curriculum guides.</i>  <i>Provide technical assistance for field testing grades 7 and 8 technology-rich language arts lessons in the classroom.</i>				
<i>Work with Math Department to incorporate technology applications into K-8 Math</i>					

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<i>curriculum guides.</i>					
<i>Work with Social Studies department to design the online Alaska Studies course for high school students.</i>	<b>Alaska Studies is implemented online via Blackboard Server.</b>				
<b>An increasing number of teachers and administrators use secured applications for longitudinal data to guide instruction.</b>	<b>75% Teachers and 100% administrators</b>	<b>Remainder 25% Teachers and any new administrators</b>	<b>All Teachers and administrators</b>		
<b>All elementary principals know how to report and analyze student achievement data to inform instruction.</b>		<i>Intel Teach to the Future Master Leader program introduced.</i>  <i>Implement Intel Teach to the Future Master trainers via Enhancing Education through Technology competitive Grant – targeting Title I FTL teachers and TTLs.</i>	<i>Intel Teach to the Future Leadership Curriculum offered to Principals.</i>  <i>Intel Teach to Future curriculum used for core classes for all teachers – 10 subsidized courses will be offered.</i>		
<i>Work with Elementary, Middle School, and High School Education to inservice principals and assistant principals on using achievement data.</i>	<i>Inservice principals on leadership issues in reference to effective technology integration.</i>	<i>Principals receive staff development through Leadership classes for technology integration.</i>			
<b>All teachers access HSGQE and CAT 6 scores via District intranet for planning instruction.</b>  <i>Work with ASD Assessment and Evaluation and Information Technology to establish protocols and access venues for student data.</i>	<b>All teachers and site administrators access disaggregated benchmark scores.</b>	<b>Comprehensive student data management system is in place and operating for all schools and programs.</b>  <b>Instructional Technology representation on the Design Team to review customer service and training needs.</b>			<b>Student data management system includes and is linked to resources for targeted interventions and enrichments via Curriculum website.</b>
		<b>Support research based technology programs used for remediation and prescriptive interventions (Larson’s Math, Fast ForWord, READ 180, etc.)</b>  <b>Work with Curriculum and Instruction to develop a rubric for schools to use to pilot research-based technology applications.</b>			
		<b>Work with Bilingual Education to Implement English Language</b>			

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		Learning Instruction System (ELLIS) – technology based curriculum at 5 targeted schools (3 elementary, 1 middle and the Newcomer’s Center).			
		Collaboration with Science Department to train 10 teachers in elementary and middle schools in the JASON project (Online science curriculum).	<i>Instructional Technology and Science departments collaborate and support 10 ASD Jason Trainers in implementation in their classrooms.</i>		
		Work with Librarian ad-hoc committee to review online content and align Information Literacy Standards with this content.			
			<b><u>Participate in Alaska School Board Association’s Consortium of Digital Learning (CDL) 1:1 (student per laptop) Pilot Project.</u></b>	<i>Continued expansion of CDL 1:1 Project depending on funding availability and documented success.</i>	
<b>Goal 2: Supportive and Effective Learning Environment</b>					
<b>Teachers and administrators most effectively use technology to deliver curriculum.</b>	<i>Revise Instructional Technology Plan to align with Curriculum six-year plan.</i>	<b>Instructional Technology staff transition server administration/ Infrastructure of Open Directory/Active Directory to IT Depts.</b>	<i>New Tech support positions added to the IT Department Instructional Technology Dept provide professional development for teachers.</i>	<i>There will be an increase in staff positions for infrastructure support</i>	
	<i>Work with Instructional Division administrators to develop process for choosing and evaluating server based instructional software applications.</i>	<b>Server based instructional software is tied to curricular objectives and its effectiveness is measured.</b>  <i>Hardware and Software committee is formed to ensure investment in technology applications can be supported through Curriculum and Tech support - Technology applications must go</i>	<i>Examine existing network-based applications to ensure they have curricular and infrastructure capability</i>  <i>Network-based technology</i>		

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		<i>through this committee before purchase.</i>	<u>applications must go through the Technology Steering Committee before purchase</u>		
		<i>Technology Steering committee brings forward a plan for increased tech support for district-wide computers.</i>			
		<i>Work with Middle Schools to incorporate Instructional Technology best practices according to the International Society for Technology in Education (ISTE).</i>	→	→	→
		<i>Work with Middle School Division to incorporate Technology Teacher Leader (TTL) program to train principals and middle school teachers on best practices in integrated technology.</i>			
		<i>Convene task force, in conjunction with Middle School and Elementary divisions to develop criteria for eighth grade computer literacy requirements as defined by NCLB.</i>	<i>Criteria for eighth grade computer literacy identified and published.</i>  <u>Pilot testing of 8<sup>th</sup> grade computer literacy competency to meet NCLB requirements.</u>	<i>Schools design site plans for developing students' computer literacy skills.</i>  <u>Systemic implementation of 8<sup>th</sup> grade computer literacy competency to meet NCLB requirements.</u>	<b>All Eighth grade students are computer literate, fulfilling NCLB and ASD criteria (by 2010).</b>
		<i>Work with Math Dept to incorporate technology applications into K-8 Curriculum guides.</i>  <b>Kindergarten, first and second grade teachers learn and use technology applications in their instructional practice in math.</b>  <b>Seventh and eighth grade math teachers learn and use technology applications in their instructional practice.</b>	<b>K-6 grade teachers learn and use technology applications in their instructional practice.</b>		
		<i>Title I position added to Instructional Technology to focus on technology applications in Title I Schools (Larson Math,</i>			

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		<i>READ 180, Following the Leaders (FTL).</i>			
		<i>Work with High School, Public Affairs, Training and Professional Development in the use of Blackboard and Elluminate – online tools for learning.</i>			
	<i>Operate a three-four year hardware renewal process to ensure that all teachers and all students are using hardware that meets minimal standards to support the instructional plan.</i>	<p>Three-Four year hardware refresh cycle</p> <p><b>All teachers have and use updated computers.</b></p>	<p>Three-Four year hardware refresh cycle</p> <p>—————→</p>	<p>Three-Four year hardware refresh cycle</p> <p>—————→</p>	<p>Three-Four year hardware refresh cycle</p> <p>—————→</p>
	<i>Mandatory three-hour inservice on newly acquired technology for teachers and administrators.</i>	<p><b>Staff Development for teachers and departments provided through Instructional Technology</b></p> <ul style="list-style-type: none"> <li>* Atomic Learning for all staff provided for application specific training</li> <li>* Elluminate used for online staff development</li> <li>* Credit Courses, after-school workshops offered to certificated staff members</li> <li>* Intel Teach to the Future curriculum used to bring on Master Technology Teacher Leaders.</li> </ul>	<p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p> <p><i>Intel Teach to the Future curriculum is used by Master Technology Teacher Leaders to provide professional development to Participant Teachers</i></p>		
	<i>Create orientation CD for new teachers, on instructional technology resources and applications for classroom teaching.</i>	<p>Revise and update orientation CD.</p> <p>New Employee Orientation CD provided to HR as well as online for all employees to review.</p>	<p><u>Training for ASD departments regarding how to create and update tutorials</u></p> <p><u>Updated tutorials are shared with staff via website</u></p>		
	<i>Work with Instructional Division to develop a plan for online courses across the core curriculum.</i>	<p><b>Implement District-wide distance learning and online courses for 7-12.</b></p> <p>Work with High School and Curriculum to review process for selection of online content for High School courses.</p> <p>Task Force develops rubric</p>	<p><b>ASD criteria for online 7-12 coursework, with rubric, in place and in use for all proposed online courses.</b></p>		

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		<p>for criteria for exemplary online coursework.</p> <p>Work with Curriculum Dept and Information Technology to develop prototype online high school course approval form to include technology applications.</p>			
<p>Conduct monthly trainings/meetings for building Technology Coordinators K-12 to provide staff development and information pertaining to Instructional Technology</p>	<p>Create training CDs for buildings to use. Continue to provide resources on Instructional Technology website.</p>		<p>Conduct at least five <u>trainings/meetings for Building Technology Contacts and Building Technology Coordinators to provide staff development and information pertaining to Instructional Technology</u></p>		
<p>Continue research on instructional technology best practices for teaching and learning.</p>	→	→	→	→	→
<p>Collaborate with ASD Training and Professional Development and University of Alaska Anchorage to develop rubric for "best practices" for instructional technology credit courses.</p>	<p>Develop content guide framework for instructional technology credit courses.</p> <p><b>All instructional technology credit courses are delivered according to criteria for NCATE.</b></p>		<p><u>All technology-related credit courses receive prior approval from Instructional Technology in order to ensure compliance with NCATE criteria</u></p>		
<p>Title II D funds Technology Teacher Leaders (TTLs) at Fairview and Denali Elementary. TTLs provide building level support for effective technology integration in the curriculum.</p>					
<p>TTL grant project is a model for staff development and building level innovation in the use of technology to deliver the curriculum.</p> <p>Applications available Spring 2004. Grant recipients attend ASD Teacher Academy (ASDTA), June 2004.</p> <p>Grant recipients design and implement models of best practices for technology integration while serving as leaders and innovators in their building.</p>	<p>TTL grant project produces 50 additional TTLs to support effective use of technology.</p>	<p>TTL grant project produces 40 additional TTLs to support effective use of technology</p> <p>35 TTLs selected through application process to be trained as Master TTLs for district-wide training, using Intel Teach to the Future curriculum.</p>	<p>TTL grant project produces 25 <u>40 additional TTLs to support effective use of technology. (Number higher due to increase in funding from ASD operating funds)</u></p> <p>TTL train-the-trainer model in place.</p>	<p>TTL grant project produces 25 additional TTLs to support effective use of technology.</p> <p>Master TTLs increased in place.</p>	<p><b>Every school will have 2-4 TTLs in building to support effective use of technology in the curriculum.</b></p>

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<p>All K-8 principals and assistant principals know how to use Excel and PowerPoint to communicate student, teacher, and school data.</p> <p><i>All K-8 principals and assistant principals inserviced as first part of a three-year series on "Communication and Using Technology Effectively."</i></p>	<p>K-8 principals and assistant principals know and use technology in their jobs as instructional leaders.</p> <p><i>All K-8 principals and assistant principals inserviced as second part of three-year training series.</i></p>	<p>—————▶</p> <p><i>K-8 principals and assistant principals inserviced as third part of three-year training series.</i></p>	<p><u>Credit class offered to principals and assistant principals regarding technology integration and the use of data to communicate</u></p>		
<p><b>Goal 3: Public Accountability</b></p>					
<p>Teachers communicate electronically with students, parents, colleagues and administrators to support learning.</p>	—————▶	—————▶	—————▶	—————▶	—————▶
<p>Teachers district-wide know how to use district intranet, email, website builder, and MLP.com.</p>	<p><i>Develop CD that inservices and updates new teachers on intranet and secured applications. CD contents are online on District Intranet.</i></p>	<p><b>CD in use by all new teachers.</b></p> <p><i>CD updated annually.</i></p> <p><i>Instructional Technology and Mentor Liaisons deliver training for new-to-district teachers.</i></p>	<p><u>Training for ASD departments regarding how to create and update tutorials</u></p> <p><u>Updated tutorials are shared with staff via website</u></p> <p>—————▶</p>	—————▶	—————▶
<p>By May 2004, each school and each ASD program has a website builder, myASD website.</p> <p><i>Through inservices, staff meetings, and credit courses, teach more teachers every year how to use SiteBuilder, myASD.</i></p>	<p><i>25% more teachers learn SiteBuilder</i></p>	<p><b>50% of teachers in each school uses site builder, myASD, to convey to parents homework assignments, classroom news, and updates on instructors.</b></p> <p><i>50% more teachers learn SiteBuilder</i></p>	<p><u>Offer training in SiteBuilder</u></p> <p><i>25% more teachers learn SiteBuilder</i></p>	<p><i>All teachers learn and use SiteBuilder</i></p>	<p><b>All teachers in schools use SiteBuilder, myASD.</b></p>
<p><i>Develop guidelines for school and program hardware and software purchases that can be supported by ASD infrastructure and technical support.</i></p>	<p><b>Schools and programs are guided by District guidelines on hardware and software purchases.</b></p>	<p><i>Hardware/Software standards committee is formed to ensure purchases meet the guidelines set forth by the Technology Steering Committee</i></p>	—————▶	—————▶	—————▶

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		<i>Instructional Technology and Curriculum use online form for changes in courses or additions requiring technology applications.</i>			
	<i>Work with Curriculum and Elementary Education divisions to develop standards based report card.</i>	<i>Member of the Technology and Design Sub committee for the standards based report card committee.</i>	<b>Pilot roll-out of standards based report card using Easy Grade Pro templates created by Instructional Technology.</b>		