

Year 1 FY 2004 - 2005	Year 2 FY 2005- 2006	Year 3 FY 2006 - 2007	Year 4 FY 2007 - 2008	Year 5 FY 2008 – 2009	Year 6 FY 2009 - 2010
<p>GOAL 1:</p> <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap 					
<p>Imbue Cultural Responsiveness standards and approaches throughout curriculum and instruction, K-12.</p> <p><i>Cultural Responsiveness Education Action Committee re-forms as Diversity Committee and adds representation from Assessment, Training and Professional Development, NCLB, Curriculum and Instructional Services, Social and Emotional Learning (SEL), Bilingual, EEO, Human Resources, Communications, Migrant Education, Title I, Bilingual Education, SDFS, and Gifted. Minority Education Concerns Committee, and Native Advisory Committee.</i></p>	<p style="text-align: center;">→</p> <p><i>Develop definitions for Diversity and Cultural Responsiveness.</i></p> <p><i><u>New members added to Diversity Committee are students from Native Advisory Council, MECC representative, member from Anchorage Faith in Action Congregation Together Anchorage Faith and Action Congregation Together (AFACT), one APA representative, and one Alaska Educational Innovations Network (AEIN) member.</u></i></p> <p><i><u>Subcommittees formed to address various initiatives:</u></i></p> <ol style="list-style-type: none"> 1. <i><u>Cultural Responsiveness Standards</u></i> 2. <i><u>Development of Training Module</u></i> 3. <i><u>Parent Outreach</u></i> <p><i>Begin process to develop ASD Cultural Responsiveness</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>

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	<p><i>performance indicators based on the Alaska Standards for Cultural Responsive Educators. (March 2005)</i></p> <p><i>Anchorage School District Teacher Academy (ASDTA) offers course to develop ASD Cultural Responsiveness Curriculum and Instructional Standards, Benchmarks and Indicators which meet or exceed state standards, June 2006.</i></p>	<p><i>Align Cultural Responsiveness Standards, Benchmarks, and Indicators with SEL standards.</i></p> <p>Board adoption of aligned Cultural Responsiveness Standards, Benchmarks, and Indicators, June 2007.</p> <p><u><i>Culturally Responsive standards and benchmarks are crosswalked into curriculum guides.</i></u></p> <p><i>Develop classroom cultural responsiveness checklist with a continuum for measurement and best practices resources for improvement. (ASDTA)</i></p>	<p>Cultural Responsiveness Standards, Benchmarks, and Indicators in place and in use in instructional programs.</p> <p>→</p> <p><i>Incorporate adopted Cultural Responsiveness Standards, Benchmarks and Indicators into curriculum guides.</i></p> <p><i>Training for principals on classroom checklist at fall Administrative Advance. Checklist introduced to teachers by principals at fall inservice.</i></p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>

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<p><u>Staff development for certificated staff continues Sheltered Instruction Observation Protocol (SIOP) training at Creekside Park, Lake Hood, William Tyson, and North Star elementary schools.</u></p> <p><u>Three-day SIOP institute trainer of trainers: trained 75 additional teachers.</u></p> <p><u>Summer Institute SIOP training: trained 25 additional teachers.</u></p> <p>Continue elementary culturally responsive initiatives: "Promoting Success for All" trainings.</p> <p>K-6 teachers continue to be trained in Sheltered Instruction techniques for English Language Learners (ELL), including Sheltered Instruction Observation Protocol (SIOP) and a range of culturally responsive practices.</p>	<p><u>Ten new elementary schools and one middle school receive training in SIOP.</u></p> <p>→</p> <p><u>Add Phase IV of "Promoting Success for All" trainings.</u></p> <p>→</p> <p><u>Two pilot schools—Willow Crest Elementary and Romig Middle School—will develop and implement cultural responsiveness training, in collaboration with community groups, to ensure climate is welcoming and sensitive to Native students' and parents' needs.</u></p> <p>→</p>	<p>→</p> <p>→</p> <p>Curriculum works with Assessment and Evaluation to develop a tool to assess extent of teachers' SIOP learning and application; and deficit analysis to track who has been trained.</p> <p>→</p>	<p>→</p> <p>→</p> <p>Develop online tutorial modules for "Promoting Success For All" trainings.</p> <p>→</p>	<p>→</p> <p>→</p> <p>Implement online tutorial modules for "Promoting Success for All" trainings.</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>

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<p>Middle school teachers know and use language acquisition strategies for English Language Learners. <i>Continue mid-level capacity-building initiatives, such as Cognitive Academic Language Learning Approach (CALLA).</i></p> <p><i>Fifty more middle school teachers trained in language acquisition strategies for English Language Learners (ELL).</i></p>	<p>→</p> <p><i>Fifty more middle school teachers trained in language acquisition strategies for English Language Learners (ELL).</i></p> <p><i>Each year, new-to-middle-school teachers trained in language acquisition strategies for English Language Learners (ELL).</i></p>	<p>→</p> <p><i>Fifty more middle school teachers trained in language acquisition strategies for English Language Learners (ELL).</i></p>	<p>→</p> <p><i>Fifty more middle school teachers trained in language acquisition strategies for English Language Learners (ELL).</i></p>	<p>→</p> <p><i>Fifty more middle school teachers trained in language acquisition strategies for English Language Learners (ELL).</i></p>	<p>→</p> <p><i>Fifty more middle school teachers trained in language acquisition strategies for English Language Learners (ELL).</i></p>
<p>High school administrators and teachers know and use language acquisition strategies.</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
<p>Goal 2: Supportive and Effective Learning Environment</p>					
<p><i>Roll out cultural responsiveness as lens through which every District initiative is focused in FY-2005-2006 <u>2004-2005</u>.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>Classrooms across the District are high achieving, linguistically and culturally inclusive.</p>

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<p>ASDTA keynote delivered by Dr. Beverly Tatum. (June 2005)</p>	<p>Administrators have skills and knowledge to champion cultural responsiveness in the schools.</p> <p><i>Provide cultural responsiveness training to district administrators at fall Administrative Advance, August 2005.</i></p> <p><i>Include implementation options, e.g.:</i> --credit course --template for meetings --SAP (School Action Plan) --SIP (School Improvement Plan) --1/2 day inservice template --alternative appraisal model --book studies</p> <p><i>During fall inservice and at site meetings principals conduct cultural responsiveness workshop with staff.</i></p> <p><u><i>Deliver training through Anchorage School District Teacher Academy (ASDTA) on cultural responsiveness perceptions and practices.</i></u> (Moved from 04-05.)</p> <p><i>Provide workshops at Leadership Academy to assist ASD leadership in facilitating discussions about cultural responsiveness</i></p>	<p><i>Follow-up cultural responsiveness training and support, fall 2006.</i></p> <p><i>Provide cultural responsiveness training to district administrators at fall Administrative Advance, July 2006.</i></p> <p>→</p> <p>→</p> <p><i>Develop graduate credit course on cultural responsiveness that meets State requirements for multicultural coursework, and</i></p>	<p>→</p>	<p>→</p>	<p>→</p>

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<p><u>In collaboration with the Bilingual Department, Catholic Social Services, and the Anchorage School District, a comprehensive transitional program was developed and put in place at William Tyson elementary for parents and students who came from the Hmong refugee camps.</u></p>	<p><i>certification and achievement.</i></p> <p>Transition program for refugee families in place.</p> <p>Middle and high school teachers know and use culturally responsive approaches.</p> <p><i>Curriculum and Indian Education develop training module for teachers regarding culturally responsive teaching and culturally relevant curriculum development, <u>first second</u> semester, in partnership with SEL initiative.</i></p>	<p><i>that qualifies for advancement on the ASD teachers' salary scale.</i></p> <p>→</p> <p>→</p> <p><u>All districtwide trainings incorporate/reference cultural responsiveness standards.</u></p> <p>400 middle and high school teachers trained.</p> <p>Develop online tutorial for high school teachers in culturally responsive practices.</p> <p>All new teachers receive full-day intensive training in cultural responsiveness techniques in their third year of teaching, in collaboration with SEL initiative.</p>	<p>→</p> <p>→</p> <p>→</p> <p>An additional 400 middle and high school teachers trained.</p> <p>Implement online tutorial for high school teachers in culturally responsive practices.</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>An additional 400 middle and high school teachers trained.</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>Training refreshers.</p> <p>→</p> <p>→</p>

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	<p>Develop a cultural responsiveness component in district induction plans to support new ethnically diverse hires.</p> <p>Increase emphasis on mentoring for equity in training of mentors.</p> <p>Develop a cultural responsiveness component for substitute training.</p> <p><u>On MLP, conduct needs assessment for professional development needs in creating culturally responsive schools.</u></p> <p><u>On MLP, catalogue available showing District training options for culturally responsive schools.</u></p> <p><u>Incorporate culturally responsive questions into Safe and Drug Free Schools climate survey.</u></p>	<p>Align ASD roster of programs with Board-adopted cultural responsiveness Indicators.</p> <p>Incorporate cultural responsiveness in training for induction liaisons.</p> <p>—————></p> <p>Incorporate cultural responsiveness in training for substitutes.</p> <p><u>On MLP, conduct needs assessment for professional development needs in creating culturally responsive schools.</u></p> <p><u>On MLP, catalogue available showing District training options for culturally responsive schools.</u></p> <p>—————></p>	<p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p>	<p>Use alignment data to prioritize ASD programs.</p> <p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p>	<p>Programs in place are culturally and linguistically responsive.</p> <p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p>
<p>Continue to provide cultural awareness and sensitivity training for TOTEM employees at the annual TOTEM conference.</p>	<p>—————></p> <p><u>August Administrative Assistant Advance training</u></p>	<p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p>

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	<p><i>includes culturally responsive component.</i></p> <p><i>Training is repeated in November for elementary administrative assistants which has a customer service focus.</i></p> <p><i>Middle and high school administrative assistants trained in January.</i></p>				
<p>Hire and retain ethnically diverse professional staff.</p> <p><i>Analyze exit survey data to identify staff issues connected with diversity.</i></p> <p><i>EEO Department provides each site with information on staff, student, and district demographics. EEO analyzes and provides information on trends and patterns.</i></p>	<p>→</p> <p>Board goal is formally adopted that relates to a diverse workforce.</p> <p><i>Address issues emergent in exit survey data.</i></p> <p><i>Address and act on EEO's information and analysis.</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><i>Operationalize ASD Diversity Plan in conjunction with Human Resources, Indian Education, Bilingual Education, and Training and Professional Development.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
<p>High school students from cultural groups who are under-represented in teaching identify teaching as a career goal.</p>	<p><i>As a component of Safe and Drug Free Schools Change of Heart training, high school</i></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>

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	<i>focus groups are conducted on issues of cultural responsiveness.</i>				
<i>Mentor and nurture culturally diverse high school students to foster interest in teaching as a career; in collaboration with institutions by Indian Education, Gifted Education, World Languages, and other programs.</i>	<i>Expand programmatic initiatives for involving middle and high school students in teaching as a career.</i>	→	→	→	→
Goal 3: Public Accountability					
Ensure multicultural constituency on curriculum review committees.	<p>→</p> <p>Parents are partners in their children’s education. They know their rights and responsibilities, how to navigate and work with District procedures and personnel, and how to communicate their needs.</p> <p><i>Investigate and develop a plan for parent involvement and empowerment, based on Indian Education’s Six-Year Plan.</i></p> <p><i>Share and interpret the district’s Six-Year Plan through a wide range of venues, to reach all parent constituencies.</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>
<i>Using PASSport program as a model, activate District collaborative and partnership programs for immigrant parents.</i>	→	→	→	→	→

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<p><i>Continue Mears PALS (Parents As Liaisons in Schools) program at Mears. Initiate PALS program at Clark, all Title I elementary schools, and East High School.</i></p>	<p><i>Continue PALS program at existing schools.</i></p> <p><i>Convene meetings of parents for input on specific needs, rights, information, issues, and responsibilities.</i></p> <p><i>Communications Department creates template to embed culturally responsive elements into community meetings, parent forums, and advisory group meetings.</i></p>	<p><i>Expand PALS to additional schools.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>
	<p><i>Identify procedures for cost-effective, quality translations of parent and community notification (e.g., of instructional materials, test directions, parent and community notification, and other needs.)</i></p>	<p><i>Review and update procedures.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>
	<p><i>Task force on translation convenes, researches and delineates process and cost issues that impede translation (e.g., of instructional materials, test directions, parent and community notification, and others).</i></p>	<p><i>Task force on translation convenes, researches and delineates process and cost issues that impede translation (e.g., of instructional materials, test directions, parent and community notification, and others).</i> (Moved from 2005-2006.)</p>			
<p>Academic opportunities and supports for all students are culturally, ethnically, and linguistically responsive.</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>

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<p><i>Vertical teaming increases rigor in courses that are prerequisite to higher level coursework across the District. Build requisite support and staffing in conjunction with AP and higher level coursework plan.</i></p> <p><i>Involve programs and departments in the Instructional Division in raising numbers and percentages of under-represented populations in AP and higher level courses and in supporting students and teachers in these classes.</i></p> <p><i>Provide program outreach and training for parents on opportunities, goal-setting, and strategies for their children to attain and succeed in higher level coursework.</i></p>	<p>→</p> <p>→</p> <p><u>District administrator and team from Service High School receive AVID (Achievement Via Individual Determination) training and program is implemented at Service High School.</u></p>	<p>→</p> <p>→</p> <p><u>Program expanded to other middle school and high school sites.</u></p>	<p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>
	<p>School activities and recognition programs reflect and incorporate cultural diversity and responsiveness.</p> <p>Analyze information about school activities and recognition programs for culturally responsive opportunities and supports.</p>	<p>→</p> <p>Enrich and augment schools' activities and recognition programs for greater diversity and cultural responsiveness. <u>Analyze information about school activities and recognition programs for culturally responsive opportunities and supports.</u> (Moved from 2005-2006.)</p>	<p>→</p> <p>Enrich and augment schools' activities and recognition programs for greater diversity and cultural responsiveness. (Moved from 2006-2007.)</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>

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			Component for culturally responsive pedagogy is in ASD teacher evaluation.	→	→