

**CULTURAL RESPONSIVENESS
SIX-YEAR INSTRUCTIONAL PLAN
June 9, 2008**

ABSTRACT

The overarching objectives and initiatives of the six-year plan for Culturally Responsiveness are to:

- Imbue cultural responsiveness standards and approaches throughout the K-12 curriculum and instruction.
- Develop the Cultural Responsiveness Education Continuum (CREC) to assist in measuring culturally responsive practices in the district school/classroom.
- Develop and implement programs to train all district employees to have the skills and knowledge to be culturally responsive in their work.
- Ensure that grant applications and programs support cultural responsiveness.
- Enhance parents' knowledge of their rights and responsibilities, how to navigate and work with District procedures and personnel and how to communicate their needs.
- Improve customer service and satisfaction as measured by the School Climate and Connectedness Survey.
- Ensure academic opportunities and supports for all students that are culturally, ethnically and linguistically responsive.
- Work toward the adoption of a Cultural Responsiveness school board goal.
- Identify systemic components of a culturally responsive organization and define what is meant by cultural responsiveness.

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>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 Committee identifies target areas of concentration each year.</i></p> <p><i>For FY 2007, major thrusts for the Cultural Responsiveness Committee are parental involvement, staff development, and mid-level content-based lesson templates that infuse culturally responsive practices.</i></p> <p><i>Parent involvement night held at Boys and Girls Club, Spring 2007.</i></p> <p><i>Mid-level templates developed at Language Arts Curriculum Camp.</i></p> <p><i>Cultural Responsiveness Committee members participate in Undoing Racism</i></p>	<p style="text-align: center;">→</p> <p><i>Parent involvement event targeting Clark Middle Schools students dispersed to neighboring middle schools helps transition families to their new home schools.</i></p> <p><i>Language Arts teachers implement mid-level content-based lesson templates that infuse culturally responsive practices.</i></p> <p><i>Mid-level teachers receive coaching and visit demonstration classrooms. (Fall 2007)</i></p> <p><i>80 district staff and community members are</i></p>	<p style="text-align: center;">→</p> <p><i>Each year hold at least one theme-based parent involvement event in the heart of the community.</i></p>	<p style="text-align: center;">→</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
<p><i>training and recommend more extensive training for district staff.</i></p> <p><u>Develop the Culturally Responsive Education Continuum (CREC) to assist in measuring culturally responsive practices in the district school/classroom.</u></p> <p><i>Cultural Responsiveness Standards, Benchmarks, and Indicators incorporate Social and Emotional Learning standards in a five-tiered continuum—CREC (Culturally Responsive Education Continuum).</i></p> <p><i>Romig Middle School and Willow Crest Elementary utilize CREC to assess schoolwide level of cultural responsiveness and design and implement Native pilot programs.</i></p> <p><u>Social and Emotional Learning component of the Standards Based Assessment Reporting system intentionalizes cultural responsiveness.</u></p>	<p><i>trained by Undoing Racism facilitators.</i></p> <p><i>Plans for expanding Undoing Racism training are developed in July 2007.</i></p> <p><i>Each year, two additional schools utilize the CREC as part of their parent involvement plans, school improvement plans, or school action plans.</i></p> <p><u>Training on the Social and Emotional Learning component of the Standards-Based Assessment Reporting Card intentionalizes cultural responsiveness.</u></p> <p><i>Pilot SEL rubrics and faceplates with identified elementary teachers.</i></p>	<p><u>Review and refinement of the CREC five-tiered continuum.</u></p> <p><i>Two additional schools utilize the CREC.</i></p> <p><u>Professional development for all elementary teachers on standards-based reporting will continue using the context of SEL.</u></p> <p><u>The SEL pilot is expanded.</u></p>	<p><u>Professional Development with administrative staff in the use of the CREC five-tiered continuum.</u></p> <p><u>The SEL pilot is expanded</u></p> <p><u>Rubrics and faceplates developed for middle school SEL.</u></p>	<p><u>Pilot SEL rubrics and faceplates with identified middle school teachers.</u></p>	<p><i>Two additional schools utilize the CREC.</i></p>

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<p><u>Curriculum content areas incorporate Cultural Responsiveness/SEL standards.</u></p> <p>CREC criteria are part of the curriculum renewal/adoption process. (changed to goal)</p> <p><u>Rubrics incorporating Cultural Responsiveness criteria are developed and used in evaluating curriculum materials for math content area adoptions.</u></p> <p><u>Math review of materials incorporated culturally responsive criteria.</u></p> <p><u>K-8 Math review process develops research-based rubrics containing cultural responsiveness criteria.</u></p> <p><u>CREC is utilized as a reference in developing curriculum guides.</u></p>	<p style="text-align: center;">—————→</p> <p><u>Cultural Responsiveness criteria are used in evaluating curriculum materials for middle school Language Arts, middle school and elementary math.</u></p> <p><u>Rubrics for cultural responsiveness used in evaluating curriculum materials for content area adoptions.</u></p> <p style="text-align: center;">—————→</p>	<p><u>Curriculum department reviews CREC (five-tiered) continuum and incorporates it into framework for professional development.</u></p>	<p><u>All professional development incorporates CREC into their training framework.</u></p>	<p><u>Provide professional development in SEL to middle school teachers.</u></p> <p style="text-align: center;">—————→</p>	<p><u>All core content area adoptions have used cultural responsiveness criteria in evaluation of materials.</u></p> <p><u>All curriculum guides in place have used the CREC in the development process.</u></p>

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Goal 2: Supportive and Effective Learning Environment					
<p>Use Cultural responsiveness is a lens through which every District initiative is focused. (changed to objective)</p> <p><i>Cultural responsiveness is embedded in five SEL pilot school trainings and in all other SEL initiatives.</i></p> <p><i>Houghton-Mifflin contains embedded cultural responsiveness strategies.</i></p> <p><i>Cooperative Learning is incorporated into all Math and Science trainings. (moved to Professional Development section)</i></p> <p><i>Bilingual Plan of Service contains a measurable cultural responsiveness goal. Baseline data collected. (moved to bilingual (BMEP) plan)</i></p>	<p style="text-align: center;">—————→</p> <p><i>Add one additional SEL pilot school.</i></p>	<p style="text-align: center;">—————→</p> <p><i>Ensure that all six-year department plans incorporate culturally responsive practices</i></p> <p><i>Increased levels of cultural responsiveness in classroom instruction indicated by aggregated results of survey over baseline data.</i></p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>	<p>Classrooms and workplaces across the District are high achieving, linguistically and culturally inclusive.</p>
<p><i>Cultural Responsiveness Committee identifies systemic components of a culturally responsive institution. (moved to become part of the Cultural Responsiveness abstract)</i></p>	<p>Cultural Responsive Committee defines what is meant by cultural responsiveness and formulates fundamental beliefs about cultural responsiveness which can drive a systemic plan.</p>				
	<p><i>Develop systemic plan for institutionalizing cultural responsiveness in the Anchorage School District.</i></p>				

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<p><i>Continue to provide cultural awareness and sensitivity training for TOTEM employees at the annual TOTEM conference.</i> <i>Administrative Assistant Advance training includes culturally responsive component.</i></p> <p><i>Develop a cultural responsiveness component in district induction plans to support new ethnically diverse hires.</i></p>	<p><i>Provide training on culturally responsive practices for Title I teachers, Title I Family/School Services Coordinators, and Migrant Education staff.</i></p> <p><i>Incorporate cultural responsiveness in training for induction liaisons.</i></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>
<p><i>Training on the Social and Emotional Learning component of the Standards-Based Report Card intentionalizes cultural responsiveness. (moved to Goal 1)</i></p>					
<p><i>Cultural responsiveness strand at Assets Fair.</i></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>
<p>Grant applications and programs support cultural responsiveness.</p> <p><i>Boys of Color grant application incorporates CREC as a measurement tool.</i></p> <p><i>High School Smaller Learning Communities grant application supports cultural responsiveness initiatives.</i></p> <p><i>White paper for W.T. Grant Foundation supports training and coaching on SEL/Cultural Responsiveness Continuum to improve teaching practices.</i></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>

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<p><i>Governor’s Grant for Drug and Violence Prevention establishes Social and Emotional Learning intensive, incorporating culturally responsive approaches, for high-risk middle school students.</i></p> <p><i>Safe and Drug-Free Schools U.S. Department of Education Mentoring grant application, in partnership with Big Brothers and Big Sisters, supports cultural responsiveness in the schools.</i></p>		<p><i>Grant application to U.S. Department of Education Foreign Language Assistance Program supports incubation of elementary Chinese language program.</i></p>			
<p>Goal 3: Public Accountability</p>					
<p>Ensure multicultural constituency on curriculum review committees.(moved to content area plans)</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>Norman Vaughn Serum Run ‘25, a televised, curriculum-based module, collaboratively developed by the community and district staff.</i></p>	<p style="text-align: center;">—————→</p> <p><i>Interactive televised module on Antarctic research by ASD teacher, collaboratively developed by district staff and community, includes real-time family involvement</i></p>	<p><i>Collaborate with Work with ASD Accountability Department and the Assistant Superintendent of Instruction on <u>developing a 6 year parent involvement and empowerment plan.</u></i></p>	<p><i><u>Review parent involvement plan to determine Cultural Responsiveness committee’s role in its implementation.</u></i></p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>

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<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><i>Using PASSport program as a model, continue District collaborative and partnership programs for immigrant parents.</i></p> <p><i>Parent Information Resource Center grant empowers low-income and ethnically diverse parents as informed participants in their children's education.</i></p> <p><i>Project APpeal (Advanced Placement for Every Able Learner) and the AVID (Achievement Via Individual Determination) Program continue to provide program outreach and training for parents on opportunities and goal-setting.</i></p> <p><i>Continue PALS (Parents As Liaisons in Schools) program at existing schools.</i></p> <p><i>Continue as a partner to collaborate with the Alaska Court System's Oral Language Interpretation Center, through leadership of ASD EEO, Bilingual, and World Languages Departments.</i></p>	<p><i>in inquiry science.</i></p> <p><i>Project APpeal funding follows Clark Middle School students to their receiving schools.</i></p>				
<p><u>Tools are available to schools to help measure cultural responsiveness.</u></p> <p><i>Safe and Drug-Free School Climate and Connectness Survey incorporates culturally responsive questions.</i></p> <p><i>Six schools use data to inform school</i></p>	<p><u>Subcommittee surveys to identify needs of schools related to cultural responsiveness.</u></p> <p>Four additional schools</p>	<p><u>CREC emphasized as a tool in professional development</u></p> <p>Review survey data and formulate probably next steps</p> <p>Four additional schools</p>	<p><u>Administrators are trained to use the CREC as a tool to evaluate culturally responsive practices in their schools</u></p> <p>Four additional schools</p>	<p>→</p> <p>Four additional schools</p>	<p>→</p> <p>Four additional schools</p>

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<p><i>planning.</i></p> <p>Customer service and satisfaction will improve, as measured by School Climate and Connectedness Survey and reported in the Profiles of Performance.</p> <p><i>Provide service training for supervisors and staff. (Spring 2007) (moved from goal 2)</i></p> <p>Each year, Respectful Factor score will increase over previous year for students, staff, and parents.</p>	<p>each year use School Climate and Connectedness Survey data to guide school improvement.</p> <p><i>Collaborate with communications to develop service standards for the district.</i></p> <p><i>Collaborate with Communication Department to develop service standards</i></p> <p>Respectful Climate score increases.</p>	<p>each year use survey data to guide school improvement.</p> <p><i>Collaborate with communication department to increase awareness of customer service standards at the building level</i></p> <p><i>Collaborate with Communication Department to increase awareness of service standards at the building level.</i></p> <p>Respectful Climate score increases.</p>	<p>each year use survey data to guide school improvement.</p> <p>Respectful Climate score increases.</p>	<p>each year use survey data to guide school improvement.</p> <p>Respectful Climate score increases.</p>	<p>each year use survey data to guide school improvement.</p> <p>Respectful Climate score increases.</p>
<p><i>Bilingual Plan of Service incorporates measurable cultural responsiveness goal. Survey questions are written for K-2 students, upper elementary students, and secondary students, to be administered in Spring of 2006. These survey questions and the resulting analysis and data reporting will serve as a prerequisite to measures developed to assess the degree of cultural responsiveness in all district classrooms</i></p> <p><i>Data analyzed and baseline reported. (Entire section moved to BMEP plan)</i></p>	<p><i>Measures developed.</i></p>				
	<p><i>Work with ASD Assessment and Evaluation to develop reporting direction that will be a prerequisite for a Cultural Responsiveness school board goal.</i></p>				<p>Academic opportunities and supports for all students are culturally, ethnically, and linguistically responsive.</p>
			<p>Administrators are trained</p>		

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			to use the current ASD evaluation instrument to evaluate the use of culturally responsive pedagogy.		