

Anchorage School District School Libraries Six-Year Instructional Plan 06/27/05

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><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><i>K-12 librarians review, revise ASD performance indicators for the State Library/Information Literacy Standards and Benchmarks for school libraries (quarterly and monthly Districtwide librarians' meetings).</i></p> <p><i>Revised library performance indicators (revision of library performance indicators at February librarians' meetings)</i></p> <p><b>ASD K-12 library performance indicators revisions complete. March 2005.</b></p>	<p><i>Field testing of performance indicators during Fall, 2005.</i></p> <p><b>School Board adoption of ASD K-12 library performance indicators. January 2006.</b></p>	<p><i>Schools K-12 incorporate library standards, benchmarks and performance indicators into their library programs.</i></p> <p><i>Alignment of Library/Information Literacy Standards with Language Arts Grade Level Equivalents (GLEs) via credit course, curriculum ad hoc committees or task force.</i></p>	<p><b>All school library programs reflect the Library/Information Literacy Standards.</b></p>	<p>→</p> <p><b>Library/Information Literacy Standards align with core content area standards.</b></p>	<p>→</p>
		<p><b>Libraries support and enrich adopted curriculum.</b></p>	<p>→</p>	<p>→</p>	<p>→</p>

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	<p>Librarians are on curriculum committees.</p> <p>→</p>	<p>Library staff collaborates with content area specialists to create bibliographies of library media, supplemental materials, and books to support adopted curricula and GLE's.</p> <p>→</p>	<p>Curriculum-keyed library materials bibliography updated each year and with curriculum adoptions.</p> <p>→</p>	<p>→</p>	<p>→</p>
<p>ASD libraries are updated in technologies that have the greatest impact on student learning.</p> <p>Explore and evaluate proven and emerging technologies for student learning.</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>
<p><b>Goal 2: Supportive and Effective Learning Environment</b></p>					
	<p>Principals and teaching staff are aware of library standards and collaborate with librarian on their implementation.</p> <p>Inservice principals and staff on Library/Information Literacy Standards, Benchmarks, and Performance Indicators.</p>	<p>→</p> <p>Update inservice yearly.</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>
	<p>Librarians are aware and updated on curriculum issues and materials.</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>

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	<p><i>Every Curriculum Coordinator attends one or more elementary and secondary librarians' meetings each year; collaborate and share information.</i></p> <p><i>Adopted content area books and materials electronically communicated to librarians.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
<p><i>Librarian professional development incorporates Library/Information Literacy Standards, Benchmarks, and Performance Indicators.</i></p> <p><i>Elementary librarians' quarterly meetings showcase standards-based lessons created and presented by ASD librarians.</i></p> <p><i>Secondary librarians' monthly meetings showcase standards-based lessons created and presented by ASD librarians.</i></p>	<p>→</p> <p>→</p> <p>→</p> <p><i>Library/Information Literacy credit course series taught by ASD librarians focuses on standards and creation of exemplary lessons, (e.g., lessons on "research").</i></p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p>	<p>→</p>
	<p><i>A comprehensive notebook of K-12 lessons keyed to Standards and Benchmarks in the hands of all school librarians.</i></p>	<p><b>All school librarians know and apply the Library/Information Literacy Standards and Benchmarks.</b></p>	<p><b>Standards-aligned K-12 library lessons online for access by ASD librarians.</b></p>	<p>→</p>	<p>→</p>
	<p><i>Create plan for professional development in best practices technology integration for educational</i></p>	<p><b>Professional development plan for library program application of technology complete, December 2006.</b></p>		<p><b>Librarians K-12 use best practices in technology application and integration in the library program.</b></p>	

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	<p><i>solutions in the library program.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Identify ASD library innovators to work on training plan.</i></li> <li>▪ <i>Identify existing and potential professional development vehicles, such as credit courses, mentorships, after-school workshops, collaboration.</i></li> <li>▪ <i>Identify existing professional development opportunities through ASD Instructional Technology.</i></li> </ul>	<p><i>Implement professional development plan for technology integration in the library curriculum, second semester.</i></p>			
<p><i>Mentor new ASD librarians.</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><i>Credit course series on library management and systems under development.</i></p>	<p><i>Credit course series on library management and systems is delivered.</i></p>	<p><b>Under direction of school principals, librarians K-12 know and can apply school library management principles, such as collection development, budgeting, materials purchasing, processing procedures and all library automation</b></p> <p style="text-align: center;">→</p>	<p><b>Librarians use updated information and systems.</b></p> <p style="text-align: center;">→</p>	<p><b>Librarians use updated information and systems.</b></p> <p style="text-align: center;">→</p>
<p><i>All elementary, middle school, and high school libraries installed with uniform computer hardware and stations, on a five-year refresher cycle.</i></p>	<p><b>All libraries have and employ updated technology.</b></p> <p><i>Hardware/software upgrades in libraries, according to technology plan and library needs.</i></p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>	<p><b>All libraries have comprehensive hardware upgrade per refresh cycle.</b></p>

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	<p><i>Librarians K-12 trained on updated operation systems and software, statewide databases, WBOline (World Book), Internet functions, and new hardware and equipment, through outsourced trainers, beginning fall semester FY 2005-2006.</i></p>	<p style="text-align: center;">→</p> <p><b>By year-end librarians K-12 know how to use updated operating systems, Internet functions, and other new hardware and software applications.</b></p>			
<p><i>Develop plan for ongoing training on operating systems, hardware and software, and new equipment; e.g., trainer of trainers model.</i></p>	<p><b>Implement plan for ongoing training on hardware, operating software, and equipment.</b></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>School librarians provide input into designs of school libraries' renovation and new construction.</i></p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>
<p><b>Goal 3: Public Accountability</b></p>					
<p><b>Students, parents, and community members are involved in and use their school libraries.</b></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>Libraries sponsor and conduct such awareness/promotion/ recreational reading activities as Battle of the</b></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>

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<p><b>Books, Young Readers' Choice, author visits, and other individual school reading programs.</b></p> <p><i>Libraries are represented in school newsletters, on school web pages, and in open houses and family nights.</i></p> <p><i>Library program included in handbooks, curriculum guides, and other materials for parents.</i></p> <p><i>Parents are involved in such activities as Battle of the Books, recreational reading programs, author visits, and book fairs.</i></p> <p><i>Ongoing public relations campaign for students and parents:</i>  <i>"Explore @ Your Library"</i>  <i>--Library Standards and Benchmarks poster</i>  <i>--Student-designed bookmark campaign</i>  <i>--Bookmarks in community libraries, bookstores, professional offices.</i></p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p><i>Librarians vote on public relations theme each year.</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>All school librarians K-12 incorporate other institutional libraries (e.g., AML, UAA Consortium, ARLIS, law library, National Archives) into their programs with students, teachers, and parents.</i></p> <p><b>Student and teacher use of other institutional libraries grows each year.</b></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
<p><b>School libraries are involved with schools' business partners.</b></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>

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<i>Librarians' monthly and quarterly meetings include ideas on recruiting partners and collaborating.</i>	→	→	→	→	→
<p><b>Students know Internet safety rules and practices.</b></p> <p><i>School librarians are involved with Internet safety program in collaboration with principal and staff.</i></p> <p><i>I-SAFE piloted in grades 5-8.</i></p> <p><i>Include APD officers in I-SAFE instruction.</i></p> <p><i>I-SAFE training for DECCA students from King Career Center for I-SAFE service learning project.</i></p> <p><i>DECCA students collaborate with elementary librarians in each of two attendance areas to deliver I-SAFE training to fifth and sixth grade students.</i></p>	<p>→</p> <p><i>I-SAFE implemented in 50% of schools grades 5-8.</i></p> <p>→</p> <p><i>DECCA students work with three attendance areas.</i></p>	<p>→</p> <p><i>I-SAFE implemented in 65% of schools grades 5-8.</i></p> <p>→</p> <p><i>DECCA students work with four attendance areas.</i></p> <p><i>I-SAFE taught in grades K-4, one lesson each grade.</i></p>	<p>→</p> <p><i>I-SAFE implemented in 75% of schools grades 5-8.</i></p> <p>→</p> <p><i>DECCA students work with five attendance areas.</i></p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p><i>DECCA students work with six attendance areas.</i></p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>
<p><b>Parents and guardians know about Internet safety.</b></p> <p><i>K-12 libraries provide Internet safety information and training for parents, through such vehicles as parent nights, open houses, PTA meetings, printed communication with parents, and others.</i></p>	<p>→</p> <p><i>ASD libraries participate in districtwide Cyber Safety Week, spring each year.</i></p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>

Anchorage School District 21<sup>st</sup> Century Community Learning Centers Six-Year Instructional Plan 06/27/05 Page 1 of 5

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
<b>GOAL 1:</b> <ul style="list-style-type: none"> <li>▪ Increase achievement of all students</li> <li>▪ Reduce achievement gap</li> </ul>					
<p>Each year, 1% more students in all subgroups who have been in the program for 30 days will be proficient on standards-based assessments (SBAs) in math and reading:  <b>FY 2004-2005: Establish baseline</b></p> <p>At least 50% of students who have been enrolled in the program for at least 30 days will improve in turning in homework as reported by classroom teacher surveys each spring.</p> <p>At least 60% of students enrolled 30 days or more will improve or maintain grade averages over the course of the year.</p> <p><i>21<sup>st</sup> CCLC staff continue to learn and apply in their work with children Literacy and Math strategies, Six-Trait Writing, content area standards, special education methods, and technology relative to academic learning.</i></p> <p><i>Operate thirteen 21<sup>st</sup> CCLCs, targeting high needs students at 12 elementary schools and one middle school.</i></p> <p><i>Each site provides content learning, tutoring, and homework completion.</i></p> <p><i>21<sup>st</sup> CCLCs collaborate with Elementary Education, Indian Education, Title I, Bilingual Education, and Special Education for students' academic needs.</i></p>	<p>↑ 1% students proficient</p> <p>55% of students improve in turning in homework</p> <p>63% of students improve/maintain grade averages</p> <p>→</p> <p>Maintain level of services at thirteen 21<sup>st</sup> CCLC sites</p> <p>→</p> <p>→</p>	<p>↑ 1% students proficient</p> <p>60% of students improve in turning in homework</p> <p>66% of students improve/maintain grade averages</p> <p>→</p> <p>Add three 21<sup>st</sup> CCLC sites</p> <p>→</p> <p>→</p>	<p>↑ 1% students proficient</p> <p>65% of students improve in turning in homework</p> <p>69% of students improve/maintain grade averages</p> <p>→</p> <p>Maintain sixteen 21<sup>st</sup> CCLC sites</p> <p>→</p> <p>→</p>	<p>↑ 1% students proficient</p> <p>70% of students improve in turning in homework</p> <p>72% of students improve/maintain grade averages</p> <p>→</p> <p>Sustain five 21<sup>st</sup> CCLC sites</p> <p>→</p> <p>→</p>	<p>↑ 1% students proficient</p> <p>75% of students improve in turning in homework</p> <p>75% of students improve/maintain grade averages</p> <p>→</p> <p>Sustain four 21<sup>st</sup> CCLC sites</p> <p>→</p> <p>→</p>

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<p><i>The program provides NCLB Supplemental Educational Services to targeted Level III (School Improvement II) schools.</i></p> <p><i>21<sup>st</sup> CCLC staff works with and collaborates with classroom teachers on students' specific academic needs, instruction, and progress.</i></p> <p><i>21<sup>st</sup> CCLC staff receives professional development on academic program delivery, in conjunction with ASD Curriculum, Indian Education and Special Education, twice each year (September and January).</i></p>	→	→	→	→	→
<p><b>Goal 2: Supportive and Effective Learning Environment</b></p>					
<p><b>21<sup>st</sup> CCLC students who have been enrolled in the program for 30 days or more show improvements in their attitudes, social skills and behaviors over the course of each year in the program.</b></p> <p><b>Each 21<sup>st</sup> CCLC school shows reduction in behavior problems over the course of a year in classrooms with 21<sup>st</sup> CCLC students, as measured by spring teacher surveys.</b></p>	→	→	→	→	→
<p><b>Over 70% of students over all schools, who have participated in October/April pre and post tests surveys, will show improved attitudes toward school.</b></p>	<p><b>↓ 50% behavior problems</b></p> <p><b>70% of students improve attitudes toward school</b></p>	<p><b>↓ 50% behavior problems</b></p> <p><b>70% of students improve attitudes toward school</b></p>	<p><b>↓ 50% behavior problems</b></p> <p><b>70% of students improve attitudes toward school</b></p>	<p><b>↓ 50% behavior problems</b></p> <p><b>70% of students improve attitudes toward school</b></p>	<p><b>↓ 50% behavior problems</b></p> <p><b>70% of students improve attitudes toward school</b></p>

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<p><b>All 21<sup>st</sup> CCLC staff learn and apply strategies and practices that build students' citizenship, social skills, positive attitudes, and positive behavior.</b></p> <p><i>Collaborate with ASD Student Nutrition and Transportation to provide healthful snacks and transportation home from the program.</i></p> <p><i>All 21<sup>st</sup> CCLC site coordinators trained on Schoolwide Positive Discipline, Spring 2005.</i></p> <p><i>Collaborate with Safe and Drug-Free Schools and ASD's Social and Emotional Learning (SEL) effort to identify and fully incorporate SEL in 21<sup>st</sup> CCLC programs.</i></p> <p><i>Program staff works with and collaborates with classroom teachers on students' SEL progress.</i></p> <p><i>Students collaborate with such partners as Boy Scouts of America, YWCA, and School Business Partnerships for citizenship, career awareness, and lifeskills.</i></p> <p><i>Collaborate with local cultural arts and ethnic groups in partnership activities for cultural awareness and self-understanding.</i></p>	<p>→</p> <p>→</p> <p>Take part in inventory and development of SEL practices, benchmarks, and standards, as part of ASD SEL plan.</p> <p>All 21<sup>st</sup> CCLC staff receive training in SEL research, standards, and strategies.</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>SEL matrix incorporates practices especially pertinent to after-school programs.</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>Take part in ASD SEL plan's measurement mechanism of SEL implementation.</p> <p>Incorporate students' progress on grade-level SEL benchmarks in communication to parents.</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><b>Students take part in physical activity and recreation two to three times each week.</b></p> <p><i>Students participate in regular, structured physical activities that incorporate math and reading every week through partnerships with</i></p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>

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
<i>MOA Parks and Recreation's <u>Healthy Kids, Healthy Minds.</u></i>					
<b>Goal 3: Public Accountability</b>					
<p><b>Sustain the 21<sup>st</sup> CCLC beyond grant funding.</b></p> <p><i>Establish a 501(c)3 non-profit foundation, whose purpose is resource development and advocacy, under the current 21<sup>st</sup> CCLC Advisory Board, Spring 2005.</i></p> <p><i>Design initial development plan, Spring 2005.</i></p> <p><i>Training for site coordinators includes marketing, local fundraising, program documentation, community partnerships, and coalition building.</i></p> <p><i>Coordinate resources with ASD federal and state programs and with Instructional Division.</i></p>	<p>→</p> <p><i>Flesh out development plan, implement link with Anchorage Community Foundation to build synergies in resource development.</i></p> <p>→</p> <p>→</p> <p><i>To broaden funding base, apply for and win grants that require 501(c)3 status.</i></p>	<p>→</p> <p><i>Revise development plan yearly.</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><b>Sustain and further develop community partnerships that provide funding, talent, programming, and role models, e.g., Boy Scouts of America, YWCA, UAA, MOA Parks and Recreation, and over 300 other partners.</b></p>	<p><b>Partnership activities and funding increase by at least 5% each year.</b></p>	<p><b>↑ 5% partnership activities</b></p>	<p><b>↑ 5% partnership activities</b></p>	<p><b>↑ 5% partnership activities</b></p>	<p><b>↑ 5% partnership activities</b></p>

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<p><b>Help to strengthen parents as partners in their children’s education.</b></p> <p><i>Re-design of 21<sup>st</sup> CCLC website to communicate more information to parents, and to include interactive component. Winter and Spring, 2004-2005.</i></p> <p><i>Every site recruits and deploys parents in the program as cultural, art, or career role models.</i></p> <p><i>Sites collaborate with Title I or school staff and PTA on math, science, reading, poetry, and test preparation nights.</i></p> <p><i>Every site sponsors at least five parent events each year.</i></p> <p><i>Site-based parent programs focus on ESL, adult literacy, and parenting education.</i></p>	<p>→</p> <p>→</p> <p>→</p> <p>Five parent events per site</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>5 parent events per site</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>5 parent events per site</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>5 parent events per site</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>5 parent events per site</p> <p>→</p>

Anchorage School District Six-Year Instructional Plan for Cultural Responsiveness 06/27/05

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><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>Imbue Cultural Responsiveness standards and approaches throughout curriculum and instruction, K-12.</b></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, Communications, Migrant Education, Title I, Bilingual Education, SDFS, 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>Begin process to develop ASD Cultural Responsiveness 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</i></p>	<p style="text-align: center;">→</p> <p><i>Align Cultural Responsiveness Standards, Benchmarks, and Indicators with SEL</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>Continue elementary culturally responsive initiatives: <u>Promoting Success for All</u> 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><i>Responsiveness Curriculum and Instructional Standards, Benchmarks and Indicators, June 2006.</i></p> <p>→</p>	<p><i>standards.</i></p> <p><b>Board adoption of aligned Cultural Responsiveness Standards, Benchmarks, and Indicators, June 2007.</b></p> <p><i>Develop classroom cultural responsiveness checklist with a continuum for measurement and best practices resources for improvement. (ASDTA)</i></p> <p>→</p> <p><i>Curriculum works with Assessment and Evaluation to develop a tool to assess extent of</i></p>	<p><b>Cultural Responsiveness Standards, Benchmarks, and Indicators in place and in use in instructional programs.</b></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><i>Develop online tutorial modules for <u>Promoting Success For All</u> trainings.</i></p>	<p>→</p> <p>→</p> <p><i>Implement online tutorial modules for <u>Promoting Success for All</u> trainings.</i></p>	<p>→</p> <p>→</p>

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><b>Middle school teachers know and use language acquisition strategies for English Language Learners.</b></p> <p><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><i>teachers' SIOP learning and application; and deficit analysis to track who has been trained.</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><b>High school administrators and teachers know and use language acquisition strategies.</b></p> <p><i>At least ten high school administrators and twenty-five high school teachers trained in language acquisition techniques.</i></p>	<p>→</p> <p><i>Thirty-five high school teachers trained in language acquisition techniques.</i></p>	<p>→</p> <p><i>Thirty-five high school teachers trained in language acquisition techniques.</i></p>	<p>→</p> <p><i>Thirty-five high school teachers trained in language acquisition techniques.</i></p>	<p>→</p> <p><i>Thirty-five high school teachers trained in language acquisition techniques.</i></p>	<p>→</p> <p><i>Thirty-five high school teachers trained in language acquisition techniques.</i></p>

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
<b>Goal 2: Supportive and Effective Learning Environment</b>					
<p><i>Roll out cultural responsiveness as lens through which every District initiative is focused in FY 2005-2006.</i></p>	<p style="text-align: center;">→</p> <p><b>Administrators have skills and knowledge to champion cultural responsiveness in the schools.</b></p> <p><i>Provide cultural responsiveness training to district administrators at fall Administrative Advance, August 2005.</i></p> <p><i>Include implementation options, i.e.:</i></p> <ul style="list-style-type: none"> <li><i>--class</i></li> <li><i>--template for meetings</i></li> <li><i>--SAP (School Action Plan)</i></li> <li><i>--SIP (School Improvement Plan)</i></li> <li><i>--1/2 day inservice template</i></li> <li><i>--alternative appraisal model</i></li> <li><i>--book studies</i></li> </ul> <p><i>During fall inservice and at site meetings principals conduct cultural responsiveness workshop with staff.</i></p>	<p style="text-align: center;">→</p> <p><i>Follow-up cultural responsiveness training and support, fall 2005.</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>Classrooms across the District are high achieving, linguistically and culturally inclusive.</b></p> <p style="text-align: center;">→</p>

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><i>Deliver training through Anchorage School District Teacher Academy (ASDTA) on cultural responsiveness perceptions and practices.</i></p> <p><i>ASDTA keynote delivered by Dr. Beverly Tatum. (June 2005)</i></p>	<p><i>Provide workshops at Leadership Academy to assist ASD leadership in facilitating discussions about cultural responsiveness certification and achievement.</i></p> <p><b>Middle and high school teachers know and use cultural responsiveness approaches.</b></p> <p><i>Curriculum and Indian Education develop training module for teachers regarding culturally responsiveness teaching and culturally relevant curriculum development, first semester, in partnership with SEL initiative.</i></p>	<p><i>Develop graduate credit course on cultural responsiveness that meets State requirements for multicultural coursework, and that qualifies for advancement on the ASD teachers' salary scale.</i></p> <p>→</p> <p><i>400 middle and high school teachers trained.</i></p> <p><i>Develop online tutorial for high school teachers in culturally responsive practices.</i></p> <p><i>All new teachers receive full-day intensive training in cultural responsiveness</i></p>	<p>→</p> <p><i>An additional 400 middle and high school teachers trained.</i></p> <p><i>Implement online tutorial for high school teachers in culturally responsive practices.</i></p> <p>→</p>	<p>→</p> <p><i>An additional 400 middle and high school teachers trained.</i></p> <p>→</p> <p>→</p>	<p>→</p> <p><i>Training refreshers.</i></p> <p>→</p> <p>→</p>

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><i>techniques in their third year of teaching, in collaboration with SEL initiative.</i></p> <p><i>Align ASD roster of programs with Board-adopted cultural responsiveness Indicators.</i></p>			
	<p><i>Develop a cultural responsiveness component in district induction plans to support new ethnically diverse hires.</i></p>	<p><i>Incorporate cultural responsiveness in training for induction liaisons.</i></p>	→	→	→
	<p><i>Increase emphasis on mentoring for equity in training of mentors.</i></p>	→	→	→	→
	<p><i>Develop a cultural responsiveness component for substitute training.</i></p>	<p><i>Incorporate cultural responsiveness in training for substitutes.</i></p>	→	→	→
	<p><i>On MLP.com, conduct needs assessment for professional development needs in creating culturally responsive schools.</i></p> <p><i>On MLP.com, (MyLearningPlan.com), catalogue available showing District training options for culturally responsive schools.</i></p>				
				<p><i>Use alignment data to prioritize ASD programs.</i></p>	<p><b>Programs in place are culturally and linguistically responsive.</b></p>

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><i>Continue to provide cultural awareness and sensitivity training for TOTEM employees at the annual TOTEM conference.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
<p><b>Hire and retain ethnically diverse professional staff.</b></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><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><b>High school students from cultural groups who are under-represented in teaching identify teaching as a career goal.</b></p> <p><i>Mentor and nurture culturally diverse high school students to foster interest in teaching as a career; collaboration with institutions by Indian Education, Gifted Education, World Languages, and other programs.</i></p> <p><i>Expand programmatic initiatives for involving middle and high school students in teaching as a career.</i></p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>					



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><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>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><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><b>Academic opportunities and supports for all students are culturally, ethnically, and linguistically responsive.</b></p>	→	→	→	→	→

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><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>→</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>School activities and recognition programs reflect and incorporate cultural diversity and responsiveness.</b></p> <p><i>Analyze information about school activities and recognition programs for culturally responsive opportunities and supports.</i></p>	<p>→</p> <p><i>Enrich and augment schools' activities and recognition programs for greater diversity and cultural responsiveness.</i></p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>
			<p><b>Component for culturally responsive pedagogy is in ASD teacher evaluation.</b></p>	<p>→</p>	<p>→</p>

## Anchorage School District AP and Higher Level Coursework 6-Year plan Instructional Plan 06/27/05

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
<b>GOAL 1:</b> <ul style="list-style-type: none"> <li>▪ Increase achievement of all students</li> <li>▪ Reduce achievement gap</li> </ul>					
<i>Continue gathering and analyzing data for each AP content area and each high school enrollment area:</i> <ul style="list-style-type: none"> <li>▪ Number of students in AP.</li> <li>▪ Number and percent of under-represented groups in AP.</li> <li>▪ Number and percent of students in courses considered "higher level," including those that are considered prerequisite to AP, 6-12 *.</li> <li>▪ Number and percent of AP enrollees who take the AP exam.</li> <li>▪ Number and percent of AP enrollees from under-represented groups who take the AP exam.</li> <li>▪ Number and percent of AP exam takers who score 3 or higher on the exam.</li> <li>▪ Number and percent of AP exam takers from under-represented groups who score 3 or higher on the exam.</li> <li>▪ Number and percent of students in NCLB sub-groups who take the PSAT.</li> </ul>	<b>Complete data gathering and analysis for each AP content area and each high school enrollment area.</b>				
<i>Identify "higher level" courses and 6-12 course sequences which prepare students for AP.</i>	<b>Vertical course sequences and prerequisites that lead to higher level and AP courses are designated.</b>				

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
<i>Identify numbers of AP and higher level offerings in each high school attendance area, 6-12.</i>					
<i>Research trends among colleges for accepting AP credit, and at what exam score levels.</i>	<b>Trends and status of creditable AP among colleges determined and available on Curriculum web site.</b>				
<i>Research and identify initiatives in the schools whose purpose is to instill more rigor into curriculum and instruction. Delineate effective elements of these initiatives.</i>	<p style="text-align: center;">→</p> <p><b>Effective school-based strategies and initiatives for rigor are showcased for sharing among schools on curriculum web site. May 2006.</b></p>				
<i>Workshop with Curriculum, Gifted Education, Bilingual Education, Indian Education, Social and Emotional Learning, Assessment and Evaluation; and representative teachers, counselors, curriculum principals, high school and middle school principals on:</i> <ul style="list-style-type: none"> <li>▪ Differentiation</li> <li>▪ Data analysis and uses: May 2005</li> </ul>	<i>Follow-up workshop, late fall 2005.</i>				
<i>Use data analyses to inform such planning and program areas as:</i> <ul style="list-style-type: none"> <li>▪ AP program policies</li> <li>▪ Secondary programs of studies</li> <li>▪ Counseling for intermediate, middle school, and high school students</li> <li>▪ Professional development</li> <li>▪ Curriculum work as appropriate, 6-12</li> </ul>					

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
<ul style="list-style-type: none"> <li>▪ <i>Composition of vertical teams in the AP areas and their areas of emphasis.</i></li> </ul>					
	<p><b>Each AP content area presents target objectives for five-year growth in AP and high level course offerings; and student enrollment and achievement, spring 2006, for example:</b></p> <ul style="list-style-type: none"> <li>■ <b>Growth in AP and higher level courses</b></li> <li>■ <b>More students in AP.</b></li> <li>■ <b>More and higher ratio of under-represented groups in AP and higher level courses.</b></li> <li>■ <b>More students score 3 or higher on AP exam.</b></li> <li>■ <b>More and higher ratios of under-represented groups score 3 or higher on AP exam.</b></li> <li>■ <b>Growth in # or % of students in NCLB sub-groups who take the PSAT.</b></li> </ul>				
<p><i>Equip AP content areas with instructional materials, supplies, and software to support expected growth in enrollment and course offerings.</i></p>					
<p><i>Identify students at younger ages, particularly from under-represented</i></p>	→	→	→	→	→

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
<i>groups, through such venues as Gifted Education's Super Saturday, Talent Search, standards-based assessments, early PSAP, and alternative assessment.</i>					
<i>Develop academic skills in identified students from under-represented groups, through such venues as Gifted Education's Super Saturday enrichment, alternative assessments in Title I schools, tutorials, and secondary initiatives.</i>					
<i>Plan for making PSAT more available to students in key grade levels, such as seventh and ninth grades.</i>	<b>Identified seventh grade students have the opportunity to take PSAT for academic planning.</b>	<b>All ninth grade students have opportunity to take PSAT.</b>	—————→		—————→
<p><b>Increase the numbers of students who complete Algebra before the end of middle school.</b></p> <p><i>Summer school for Pre-Algebra readiness for rising seventh graders, each year.</i></p> <p><i>Summer school for Algebra readiness for rising eighth graders, each year.</i></p> <p><i>Offer Pre Algebra for sixth grade students at two feeder middle schools.</i></p> <p><i>Offer 7<sup>th</sup> Grade Algebra in at least one middle school.</i></p>	<p>—————→</p> <p>—————→</p> <p>—————→</p> <p><i>Offer Pre Algebra for sixth grade students at four feeder middle schools.</i></p> <p><i>Offer 7<sup>th</sup> Grade Algebra in at least two middle schools.</i></p>	<p>—————→</p> <p>—————→</p> <p>—————→</p> <p><i>Offer Pre Algebra for sixth grade students at six feeder middle schools.</i></p> <p><i>Offer 7<sup>th</sup> Grade Algebra in at least four middle schools.</i></p>	<p>—————→</p> <p>—————→</p> <p>—————→</p> <p><i>Offer Pre Algebra for sixth grade students at eight feeder middle schools.</i></p> <p><i>Offer 7<sup>th</sup> Grade Algebra in at least six middle schools.</i></p>	<p>—————→</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p>

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><b>Increase the number of students who complete Geometry before the end of eighth grade.</b></p> <p><i>Offer 8<sup>th</sup> Grade Geometry to middle level students.</i></p>	<p><i>Offer 8<sup>th</sup> Grade Geometry in at least one middle school.</i></p>	<p><i>Offer 8<sup>th</sup> Grade Geometry in at least two middle schools.</i></p>	<p><i>Offer 8<sup>th</sup> Grade Geometry in at least four middle schools.</i></p>		
<p><b>All AP and higher level courses are taught with rigor and effective pedagogy.</b></p> <p><i>Prepare and continually refresh sufficient numbers of AP teachers and AP prerequisite teachers to deliver curriculum in depth.</i></p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p><b>All AP teachers in Language Arts, math, science, World Languages, Social Studies, and Art have logged at least 30 hours of requisite training within five years.</b></p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>
<p><b>Continue to focus AP and higher level course <u>professional development</u> and <u>course development</u> on priorities in each content area.</b></p> <p><i>Language Arts: Provide AP training to all teachers in high school language arts departments who are designated to teach AP, who want to teach AP, or who want to improve their language arts instruction. (e.g. spring 2005 training for 28 teachers in AP literature).</i></p>	<p><b>Priority training areas for years 2-6 determined by spring 2006, using data and course analysis, staff input.</b></p> <p><i>Fall – Identify vertical teams by high school attendance area.</i></p> <p><i>Fall training for teachers in AP and higher level coursework in Language/Composition.</i></p>	<p><i>Continue to meet as vertical teams.</i></p> <p><i>Develop curriculum guides for AP Literature and Language.</i></p> <p><i>Fall training for AP Literature and Language. (August – College Board AP Institute).</i></p>	<p><i>Pilot AP Literature and Language guides.</i></p> <p><i>Continue to support vertical teaming.</i></p> <p><i>Fall training for all Language Arts teachers in higher level coursework strategies and expectations.</i></p>		

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><u>Math:</u> Strengthen undersubscribed groups in AP Calculus and Statistics. 15 teachers received 24-30 College Board hours in AP Calculus.</p> <p><u>Social Studies:</u> AP Art History at Dimond High; one third of high schools vertical team meetings with feeder middle schools; Continue grades 4-10 curriculum alignment during middle school review and adoption and beginning of intermediate elementary curriculum review.</p> <p><u>World Languages:</u> Continue pilots in Estudios Latinoamericanos, Perspectivas Literarias and Honors Japanese for Fluent Speakers.</p>	<p>15 teachers receive 24-30 College Board or equivalent hours in AP Statistics.</p> <p>Vertical team meetings between middle and high school at August 31 inservice; Credit Courses for AP Government and AP Economics; support all high schools to meet with feeder middle schools; Curriculum Committee implements plan based on vertical team meetings; increase vertical teams between middle school and intermediate elementary as part of ongoing curriculum review.</p> <p>Begin pilot in AP Russian.</p> <p>August: Advanced Level Coursework in German (2 credit university course for German teachers).</p> <p>Fall: "Developing an AP program" for new-to-district teachers and vertical teams from middle and high school (credit university course).</p> <p>Fall and spring: Vertical team after-school</p>	<p>15 teachers receive 24-30 College Board or equivalent hours in AP Calculus (AB or BC).</p> <p>Continue vertical teaming efforts elementary through high school; offer additional Credit Courses identified in 05-06 Curriculum Committee planning.</p> <p>Enrichment for Native speaker French tutor for AP French students - fall to spring.</p>			

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>ASDTA training in higher level coursework in Spanish and Japanese.</p> <p><u>Art:</u> Develop AP Studio Art. AP Art History pilot.</p> <p><u>Science:</u> AP Biology. (UAF Institute AP Biology for 30 teachers, 7-12)</p> <p><u>Music:</u> Develop more venues for specialize performances Expand higher level music courses</p>	<p>workshops for Russian teachers as a follow-up to the 04 ASDTA Russian course to familiarize teachers with "russnet" home of the AP instructional materials for Russian teachers.</p> <p>Spring or summer: AP Japanese Language Pilot training sponsored by College Board and the Association of Japanese Teachers (not held locally).</p> <p>ASDTA Course for French: Vertical teaming to prepare students for AP French.</p> <p>AP Art History material review; finalize "pilot status."</p> <p>AP Art Studio Training Institute, 7-12 art teachers.</p> <p>Develop AP Environmental Science pilot.</p> <p>Build such venues for student performers as chamber music, smaller ensembles, vocal</p>	<p>AP Japanese Language Pilot for new College Board Exam.</p> <p>ASDTA Course for Spanish: Vertical teaming to prepare students for AP Spanish .</p> <p>AP Art Studio vertical teaming, 7-12.</p> <p>AP Art History Training Institute.</p> <p>AP Art History course offered in other schools if instructor has attended the Training Institute.</p> <p>Provide AP training for Chemistry and/or Physics.</p> <p>Implement Music Theory as a regularly offered course by teachers with appropriate background.</p>	<p style="text-align: center;">→</p>	<p>Pilot AP Music Theory</p>	

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>ASD Teacher Academy: College Board academies in six AP content areas, including Japanese, Russian, Spanish, Statistics, Art, Language Arts (what are the others?)</p>	<p>groups. Develop training for Music Theory teaching. AP institutes in ASDTA</p>	<p>AP institutes in ASDTA</p>	<p>AP institutes in ASDTA</p>	<p>AP institutes in ASDTA</p>	<p>AP institutes in ASDTA</p>
<p>AP concepts and skills spiral through the 6-12 or 7-12 sequence of courses that lead to AP in every AP content area.  Continue to identify and work with vertical teams that represent increasing numbers of high school attendance areas. Include teams in counseling.</p>	<p>→ →  Language Arts vertical teams in all comprehensive high school attendance areas, 7-12.  Math vertical teams in all comprehensive high school attendance areas, 6-12.  World Languages vertical teams in all comprehensive high school attendance areas, 6-12.  Art vertical teams in all comprehensive high</p>	<p>→ →  Science vertical teams in all comprehensive high school attendance areas, 6-12.  Social studies vertical teams in all comprehensive high school attendance areas, 6-12.  Music vertical teams in all high school attendance areas, 7-12.  Middle school/high school counselor vertical teams include all comprehensive high</p>	<p>→ →</p>	<p>→ →</p>	<p>→</p>

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><i>Offer vertical team professional development events, fall and spring each year.</i></p> <p><i>Annual June academy on AP content areas, as part of ASD Teacher Academy.</i></p> <p><i>Sixth grade math teachers meet with middle school math departments annually to articulate curriculum.</i></p> <p><i>Middle school math department meets with high school math departments annually to articulate curriculum.</i></p>	<p><b>school attendance areas, 6-12.</b></p> <p>→</p> <p><i>Annual fall vertical team gatherings, with representatives from participating schools, focus on data review, curriculum articulation, vertical team building, pedagogy that work counseling and recruiting that work.</i></p> <p>→</p> <p>→</p>	<p><b>schools and their feeder middle schools.</b></p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p><i>Cross district inservice day culminates vertical team building of past three years. Day is dedicated to vertical team plans, presentations and sharing, assessments, strategies for inclusivity, concepts and methods to instill rigor across the curriculum.</i></p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>

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
	Implement Project APPEAL (Advanced Placement for Every Able Learner).	→	→		
<b>Goal 2: Supportive and Effective Learning Environment</b>					
<p>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.</p> <p><i>Work of vertical teams is manifest in curriculum guides and in classroom curriculum.</i></p> <p><i>Teachers who have received training to elevate classroom instruction apply training in daily instruction.</i></p> <p><i>Pedagogy in higher level courses reflect optimal practices for the full range of students.</i></p>	→	→	→	→	→
<p><b>School cultures, beliefs, expectations, and actions support high expectations for all students.</b></p>	→	→	→	→	→
<p><i>Research and delineate what schools are now doing to foster high expectations of all students.</i></p> <p><i>Research and delineate barriers in school cultures to high expectations for all students.</i></p>	→				

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
<i>Coordinate with the training and professional development that will be offered through Cultural Responsiveness Plan and Social and Emotional Learning Plan.</i>	→	→	→	→	→
	<i>Support schools in initiatives to strengthen school culture for universal high expectations e.g., staff training; student recruitment and retention to higher level courses; academic support; SAT, PSAT, and AP prep courses or workshops; specialized counseling; school themes.</i>	→	→	→	→
	<i>Schools' student support services lever community resources (e.g. tutors, UAA programs and students; cultural role models, business partners).</i>	→	→	→	→
	<b>District-level and school-level efforts bring parents into the circle of high expectations and home support for academic aspirations and effort.</b>	→	→	→	→
	<i>Implement Project APPEAL (Advanced Placement for Every Able Learner).</i>	→	→		

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
<b>Goal 3: Public Accountability</b>					
		<b>All AP students are required to take the exam and are financially supported if necessary.</b>	→	→	→
<b>Identify students early for AP and higher level school courses.</b>	→  <i>Administer PSAT to 300 middle school students.</i>  <i>Train counselors, teachers, and administrators to recognize and cultivate students from under-represented groups for AP and higher level courses.</i>  <i>Work with Indian Education, Migrant Education, Bilingual Education, and Gifted Education to help staff identify leadership qualities in NCLB sub-groups.</i>	→  →  →  →	→  →  →	→  →	→  →
	<b>Make AP and higher level coursework accessible to all.</b>  <i>Build a full complement of higher level courses and AP courses through class</i>	→	→	→	→

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
	<i>sections and APEX, in every secondary school.</i>				
<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>Examples:</i></p> <p><i>Target first generation college-bound students and their parents.</i></p> <p><i>Use Channel 14, ASD-produced videos, focus meetings of parents, ASD website, college nights, and outreach at community meetings, to reach, draw in, and support.</i></p> <p><i>Translate information into major languages.</i></p> <p><i>Provide student support, tutoring, mentoring, and counseling.</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><b>Curriculum website includes AP course sequences, offerings, and guidance for students and parents.</b></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	
	<p><i>Implement Project APPEAL (Advanced Placement for Every Able Learner).</i></p>	<p>→</p>	<p>→</p>		