

# EXHIBIT A

**Overview  
of  
Culturally Relevant Curriculum and Instruction  
at  
Tucson Unified School District**

**Introduction**

The District is committed to providing culturally relevant curriculum and instruction for students of all racial and ethnic groups attending the District.

Culturally relevant education is a principal means to create an inclusive school environment for the students of a particular racial or ethnic group, to foster a sense of belonging, and the civility and respect that comes with that belonging and ownership.

Culturally relevant education is also a principal means to increase student engagement within a particular racial or ethnic group, as a result of connecting the curriculum and instruction to the culture of that group in a comprehensive, integrated fashion.

Both of these objectives – inclusive school environments and increased student engagement – are in turn in service of the ultimate goals of all school districts: improved academic outcomes, lower rates of discipline, and reduced disparities in both.

Culturally relevant courses use a specialized curriculum designed with a particular cultural perspective: for example, courses that teach literature through Hispanic authors, or courses that teach U.S. history through the African American experience. Culturally relevant courses are offered as alternatives to standard core courses that students may elect to take instead of the standard course: instead of enrolling in the general 11<sup>th</sup> grade literature class, a student might choose to enroll in the literature course taught using Hispanic authors.

The effort to create and provide culturally relevant courses is thus different from the effort to infuse the general curriculum with multicultural elements.<sup>1</sup> Infusing multicultural elements, for example, might mean ensuring that works by African American and Hispanic authors are included among others in a general literature course (as opposed to the culturally relevant courses which focus primarily on the experiences of African American or Latinos through American literature from, but not limited to those groups), or ensuring that a standard US History course includes the contributions and experience of African Americans and Latinos in the history of the nation (as opposed to a culturally relevant course where the

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<sup>1</sup> Some clarification is in order. The District's culturally relevant courses (sometimes referred to as CRCs or CR courses) at the middle and high school levels use a curriculum designed specifically for the course, and focus on a single cultural viewpoint. At the elementary level, CR teachers infuse CR elements (single cultural viewpoint) into the general curriculum in their classes. On the other hand, at all school levels, the District has already either infused multicultural elements into all existing general curricula not specifically designed as multicultural, or adopted general curricula originally created to be multicultural. Thus, the District's non-CR general curriculum is already multicultural, as a result of District efforts over the past few years.

study of history is examined through the lens of the African American or Latino experience in this country).

The District's multicultural curriculum is thus designed to reflect a wide range of experiences, not merely through the lens of the specific group of focus of the culturally relevant course. The District's effort to work multicultural elements into all of its curricula is described separately in the accompanying Multicultural Overview.

### **Staffing and Responsibility**

Primary responsibility for the planning, execution and assessment of the Districts' CR curriculum and instruction is borne by the Culturally Relevant Pedagogy and Instruction ("CRPI") Department. The Department is led by a Director, who reports to the Assistant Superintendent of Curriculum and Instruction.

The CRPI Department plans the overall CR activities of the District, and manages the budget for central CR activities, including the CR master teachers who work directly with schools and other teachers of CR courses.

The CRPI Department (a) develops new CR course content (working with outside experts and internal District experts), (b) works with school administrators and teachers to offer new courses at schools and expand the number of sections of existing schools, and (c) works with the student services departments, the Family and Community Engagement Departments, the Language Acquisition Department and Communications in outreach to students and to families, to promote the benefits of culturally relevant courses.

This outreach and recruitment effort includes both participation in events sponsored by other departments (by either presenting as an element of a program or attending with a table, staff and information), and sponsoring events directly, with support from other departments such as Family and Community Engagement.

In addition, the CRPI Department (a) trains teachers to teach CR courses, (b) provides ongoing professional learning opportunities for administrators and existing CR teachers, and (c) provides general cultural responsiveness training for all teachers, administrators. District-wide culturally responsive practices professional development (CRP) was developed and delivered in collaboration with consultants who are experts in the field of culturally responsive content integration.

The department is led by the director who oversees the following areas:

- Professional development: training development and delivery
- Administrators, (CR and Non-CR) teachers
- Budget
- Staff supervision, evaluation and hiring
- Intra-district collaboration with department as needed
- USP compliance and reporting in corresponding areas
- Conferences and community outreach

Revision of district policies and practices relating to CRP

CRPI is staffed by a program coordinator who coordinates the following:

- Professional development
  - Scheduling
  - Staff assignments
  - Documentation and assessment
- Supervision and support of CRC teachers, resources and classes
- Intra-district collaboration with departments as needed
- Site program participation

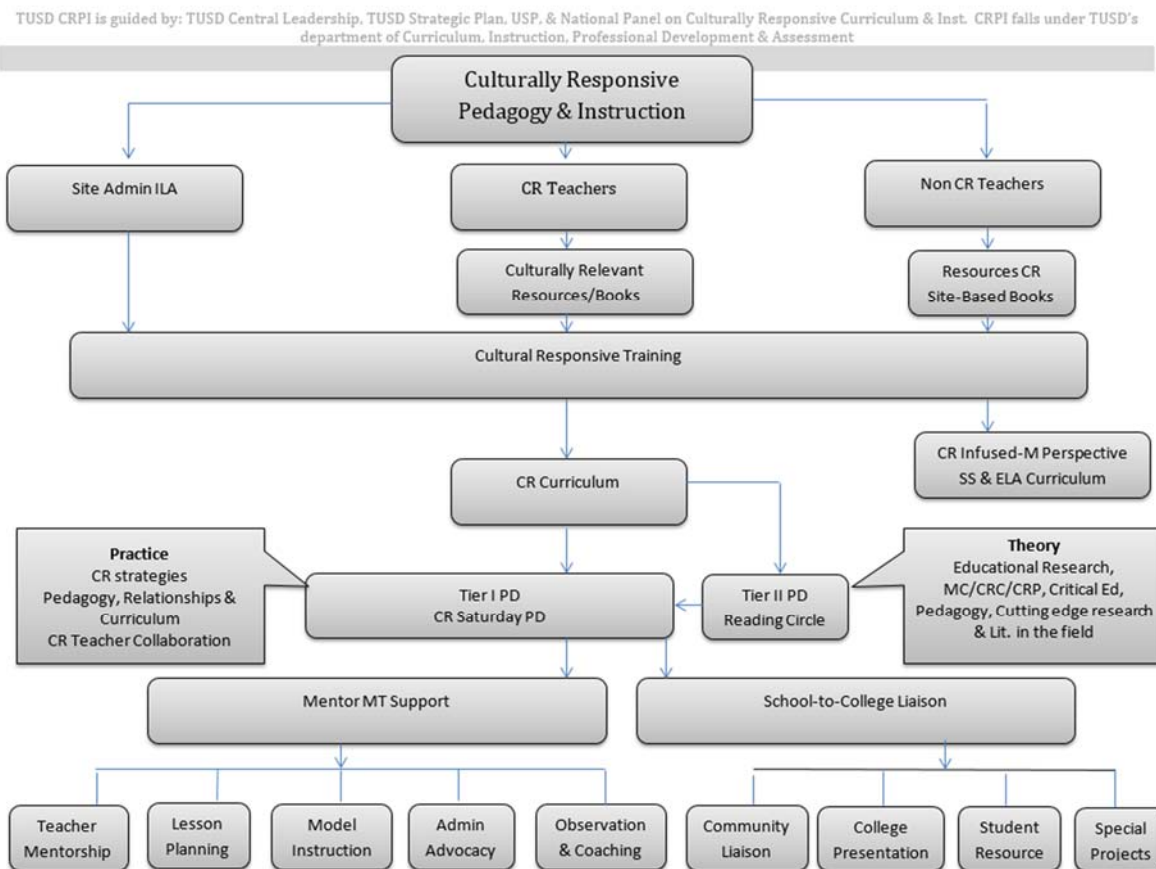
CRPI is also staffed by eight Master Teachers whose duties include the following:

- Observation, support and mentorship
- Professional development delivery
- Teaching or Co-Teaching in CR courses
- Model instruction
- Student recruitment
- Community engagement
- Student and CR teacher advocacy
- CR resources support

CRPI utilizes part time college-student Activity Helpers, also referred to as School-to-College Liaisons. These positions are reserved for college students who aspire to teach CRC. These positions are responsible for the following:

- High school to college transition training to CR students
- College success skills training
- Provide role-model for CR students
- Community engagement
- Course promotion
- Student recruitment
- CR Student Mentorship

CRPI is also staffed with a full-time administrative assistant to help with clerical processes including payroll, HR, document production and editing, and daily operations of the office.



In addition to its responsibilities regarding culturally relevant curriculum and instruction, the CRPI Department also provides training in culturally responsive practices to administrators, and certificated and classified staff in support of the District's efforts to reduce the incidence of discipline, to reduce disparities in the administration of discipline, and to increase student achievement by increasing student engagement. Although there is overlap in the training function with the CR curriculum effort, those responsibilities are described in connection with the discipline professional learning plan.

**Annual Cycle of Operations**

The CRPI Department generally follows an annual cycle for its operations.

**Quarter 1: Jul-Oct**

The CRPI staff reviews data collected during the prior year and early figures from the current year. This data comes in various forms including enrollment figures, teacher assessments, participant surveys, exit slips, feedback forms, etc. CRPI staff synthesizes this data to understand patterns that emerge. The director of CRPI provides a summary and recommendations, and uses this data to inform future development and implementation decisions affecting culturally responsive education implementation. During this quarter,

CRPI staff conducts trainings for central leadership, site administration, new teachers and/or classified.

**Quarter 2: Oct-Dec**

In the second quarter, the CRPI staff review first quarter progress and evaluate implementation practices. The tools used to evaluate progress are also reviewed to ensure high quality feedback from training participants. Any approved modifications to the plan are implemented. The CRPI staff discusses and develops new initiatives, strategies, and approaches.

**Quarter 3: Jan-Mar**

CRPI staff develops logistical plans for July trainings, and job embedded professional learning during the following school year. At this time, training materials and assessment tools are created or modified, and tentative training schedules are set. CRPI staff works with schools as master calendars are developed to ensure continued growth of CRC courses.

**Quarter 4: Apr-Jun**

In preparation for implementation of the trainer-of-trainer model of professional development delivery, (when applicable) a cohort of facilitators are trained in the content they will be providing across the district. Administrators will receive training on the upcoming PD initiative during the mandatory principal training in June.

The following chart illustrates the cycle:

<b>July-Oct</b>	<b>Implementation &amp; Review</b>  <b>Data Analysis</b>	<ul style="list-style-type: none"> <li>• CRPI reviews previous year's end of year reports and associated data relating to CR initiatives. Reports provided by respective departments.</li> <li>• Committee is briefed on the progress of implementation of new initiatives and is updated on on-going initiatives.</li> <li>• Implementation of new initiatives developed in the previous cycle.</li> <li>• Preliminary analysis of data for next academic year. Identification of areas of focus.</li> </ul>
<b>Oct-Dec</b>	<b>Research &amp; Development</b>	<ul style="list-style-type: none"> <li>• Proposed modifications to existing initiatives.</li> <li>• Development of new initiatives based on data analysis.</li> <li>• Assessment tools and rubrics are proposed.</li> </ul>
<b>Jan-March</b>	<b>Planning</b>	<ul style="list-style-type: none"> <li>• Logistical planning and refinement of implementation plans for next phase of CR.</li> <li>• Training materials are developed.</li> <li>• Assessment tools are finalized.</li> <li>• Scheduling of relevant events is codified.</li> </ul>
<b>Apr-June</b>	<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Training provided to teachers and District staff.</li> <li>• Administrator training prior to implementation of initiatives at sites.</li> </ul>

A more detailed summary of the current status and operations of the District's effort to provide culturally relevant curriculum and instruction is provided in the attached **Status Report** (Exhibit 1). The District's current future plans for CR curriculum and instruction are described in the attached document entitled **The Way Forward: CR Curriculum and Instruction Over the Next Five Years** (Exhibit 2). Finally, the District's CRPI Professional Learning Plan for teachers, administrators and staff is set out in the **CRPI Professional Learning Plan** (Exhibit B).

# EXHIBIT 1



## Report on Status and Activities

### 1. Growth in CRC Access and Participation

The number of students served grew from just under 1,250 in SY2015-16 to more than 6000 in SY2018-19. This growth has been the result of a sustained effort to develop course curriculum, train teachers and recruit students. The greatest expansion has been in the middle school grades in K-8 schools. The results are set out in the following chart.

**Student Enrollment in CR Courses**

2015-16	2016-17	2017-18	2018-19
<b>1243</b>	<b>2424</b>	<b>4126</b>	<b>6184</b>

All District high school, middle school, and K-8 sites have multiple sections of ELA and Social Studies CRC running. CRPI seeks to expand to its course offerings to additional grade levels and content areas whenever feasible.

CRPI has developed a Native American Literature course for students at the high school junior and senior level (due to USP requirements, this course has not been included in the reported CRC numbers). Additionally, CRPI has collaborated with University High School administrators and teachers to develop a core-credit, culturally relevant AP course. In conjunction with College Board, the District has received approval to initiate the course, which meets both AP and CRPI requirements. As it is a CR course, the teacher will be eligible to receive all CRC training and support from the CRPI department.

The CRPI Department has also focused on Santa Rita High School, a very small high school within TUSD with less than 150 upper classmen enrolled as students. Due to the low student enrollment and challenges in building teacher capacity in CRC, the District has encountered difficulties in growing the CRC program there. Notwithstanding, in 2018-19 the District ran two CRC sections at that site. One section was a dual enrollment course that focused on Mexican American Literature and the other was an African American Literature course. The District will continue to devote special attention to CRC course availability and enrollment at Santa Rita.

In 2019-20, CRPI is piloting a freshman level ELA course in African American Literature at Cholla HS. After this developmental year, piloted curriculum and the corresponding curricular documents will be formalized by the creation of a course code for students to select during the registration process.

### 2. Curriculum Development and Articulation.

The CRPI department continues to develop, review and revise CRC curriculum documents. CR teachers develop content area lesson plans throughout the year and submit them to CRPI

leadership for approval. CRPI Master teachers assist in the development of these lessons and make them available to other CR teachers upon request. CRPI staff revised of course curricula and the general scope and sequence for social studies to reflect the new state standards that have recently been released. In this process CRPI Master Teachers work during off-contract time to modify scope and sequence, curriculum maps, and develop curriculum as a resource to CRC teachers.

### **3. National Advisory Panel.**

The District has continued to work with premier scholars and practitioners in the fields of critical multiculturalism, culturally relevant and responsive education. The district has commissioned a standing National Panel of Experts in Culturally Responsive Education that advises CRPI on the latest cutting-edge research. In addition to the National Panel, the District has consulted with additional experts when necessary. Specific and intensive consultation was required in the development of the Culturally Responsive Practices Professional Development Plan and in training on Restorative Practices in education.

### **4. CRC Teacher Training**

At the beginning each school year, the Culturally Relevant Pedagogy and Instruction (CRPI) Department provide new teachers with a two-day orientation on the basic elements of teaching CRC. This includes exposure to the curricular documents, history of the department, theoretical underpinnings, and applicable strategies used in this setting.

CRPI continues to provide monthly Tier 1 professional development to all CRC teachers. In addition to this training, the department provides updates on all current and relevant CRC topics during Saturday professional development sessions. This format allows CRC teachers to engage in PLC work with other CRC teachers throughout the District. Additional opportunities for CRC training and professional development include a Summer Institute for Culturally Responsive Education, discussed in more detail below.

Additionally, the District provides a differentiated professional development for CRC teachers who express interest in more scholarly work. Tier 2 professional learning consists of a symposium style format in which teachers are assigned a peer-reviewed scholarly article on the academic research in CRC or related fields. Typically, these eight monthly training sessions occur the week prior to the Tier 1 training and CRPI staff facilitate them.

### **5. Assessment of Program Effectiveness**

CRPI conducts an assessment of program effectiveness in a number of ways. The department has collected feedback from CRC teachers indicating areas of strength and points where growth is needed, satisfaction, and needs. Student and teacher surveys are collected at the start and end of each academic year. Master teachers maintain regular communication with CRC teachers where feedback is provided. Post PD surveys and “exit slips” provide immediate feedback on the usefulness of the content and satisfaction of the participants. End

of year evaluations are conducted to gauge teacher satisfaction and to inform future training plans.

Master Teachers also conduct observations or walkthroughs for their assigned CRC teachers. During these walkthroughs, master teachers use the current iteration of the Observation and Reflection Instrument. The information gathered is used to coach CRC teachers, document progress, and inform future trainings.

## **6. CRC Master Teachers**

CRPI continues to use a teacher mentorship model, whereby experienced classroom teachers (CRC master teachers) who demonstrate a high level of expertise in culturally responsive practices and culturally relevant curriculum work with first- and second-year CRC teachers. These eleven master teachers meet with their mentees at least once a week and provided guidance and feedback on their classroom practices. Third-year CRC teachers meet with master teachers less frequently because of their increased level of training and expertise. The District also continues to offer professional development to these master teachers through CRPI internal training, District professional development, and conference opportunities. Additionally, on a biweekly basis, master teachers engage in PLC work, in which they focus on improving their own CRC practices. Finally, through the District's partnership with the University of Arizona, five master teachers receive funding to pursue their doctoral studies. This extended learning directly impacts the CRPI department's capacity to effectively support CRC teachers.

## **7. Professional Learning in Culturally Responsive Pedagogy and Student Engagement**

CRPI continues to refine its comprehensive, multi-year Culturally Responsive Professional Learning Plan used to train administrators and certificated and classified staff. This plan is aimed at positively affecting culturally responsive practices throughout the District. Thus, the District uses a culturally responsive framework to address the elements contained within the Supportive and Inclusive Learning Environments (SAIL) approach.

The CRPI department continues to work with the National Panel on Culturally Responsive Curriculum and Instruction to consult and guide the work on culturally responsive practices. Led by Dr. Christine Sleeter, this panel of experts is composed of prominent scholars in the field of culturally responsive education and provides guidance in the professional development plans for administrators and teachers.

### **a. Teacher and Administrator Professional Development**

The District has developed a three phase training process (described in more detail in the CRPI Professional Learning Plan). In Phase I of the training plan, first offered during SY2017-

18, the District implements a four-part training for each school site. These trainings include all administrators, instructional support staff, and certificated faculty. The sessions focus on Asset vs. Deficit Thinking/Theory in Education, Bias Identification and Reduction, the Impact of Teacher Expectations on Students, and Microaggressions in the Learning Environment. Participants review historical and contemporary achievement data on the impact of these phenomena taking place in the instructional environment.

Phase 2 was first offered during SY2018-19, teachers received content specific training on how to implement culturally responsive practices into their teaching. The District collaborated with expert consultants in the area of culturally responsive math and science to develop grade level specific training for all teachers and administrators across the district.

In Phase 3 during SY2019-20, CRPI will work with District leadership to further train administrators on how to better identify, assess and coach teachers in the implementation of culturally responsive practices. These administrators will then be responsible for providing training on Danielson with a CRP focus to their teachers. CRPI will continue working with Curriculum and Instruction, Professional Development and New/Mentor Teacher Program on this work.

Through an intergovernmental agreement with the UA, administrators also receive training on the implementation of and self-assessment in culturally responsive practices at their sites. This training, provided by Dr. Francesca López, an expert on Culturally Responsive Pedagogy, implements the Diversity Response Principal Tool to assist administrators in conducting an evaluation of their respective sites and policies and to assist in the development of an action plan to address areas of concern.

As part of the comprehensive approach to culturally responsive practices, administrators also are trained by Dr. Kevin Henry, Jr., in the basics of Restorative Practices.<sup>1</sup> This training, provided during an Instructional Leadership Academy, asked administrators to engage in a role-playing activity to implement the new skills Dr. Henry provided.

#### **b. Staff Professional Development**

CRPI staff continues to provide support and training to District staff in culturally responsive practices throughout the school year. Training takes place in collaboration with CRPI and specific sites requesting it, differentiated to support specific site needs. Based on administrator trainings, additional site-based professional development is organized by the site principal. Teachers at all sites throughout the District receive training in culturally responsive practices. This series of four training modules was provided at all sites during the

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<sup>1</sup> Dr. Kevin L. Henry is assistant professor of educational policy studies and practices at the University of Arizona.

Wednesday teacher in-services. Teachers engage in a reflective process requiring self-analysis and a reevaluation of the educational practices they employ. The training asks teachers to consider their conscious and implicit biases and the impact these biases have on student achievement. The District also provided a variety of extended opportunities for teachers to receive additional training in culturally responsive practices through events such as the Multicultural Symposium, Adelante! Conference, Impact Tucson, and other professional development offered in the summer.

**c. CRPI Summer Institute**

As part of the District's efforts to provide the highest quality professional development opportunities possible, CRPI has for the last four years held an Annual Summer Institute for Culturally Responsive Education (SICRE). Nearly 300 District certificated staff members attended the most recent three-day conference in the summer of 2019. Two nationally renowned scholars presented keynote lectures on each of the three days. The 2019 conference highlighted the work of Drs. Bryan Brayboy, Keffrelyn Brown, Cati de los Rios, DeMarcus Jenkins, Miguel Zavala, and LaGarrett King. In addition to attending the presentations by premier-caliber scholars, participants also had the opportunity to attend one workshop in each of the six workshop sessions. The 24 different workshops offered a wide variety of content spanning the K-12 spectrum. The UA hosted this conference and included many of the District's partners on the faculty at both the UA and PCC. In addition to the inclusion of partner educational institutions, the CRPI department invited various community members to attend or present at the conference.

In addition to the teacher practitioners who attended the conference, many district administrators also participated. The District included SICRE as part of the required principal training taking place in June. Nearly 100 principals and site leaders attended this training.

**d. National exposure and professional development**

A number of District staff also attended and presented at the American Educational Research Association Annual Conference in New York City. This experience afforded those staff members the opportunity to learn about cutting edge research in the field of culturally responsive education and allowed them to share the work that is being done in the District.]

# EXHIBIT 2

**The Way Forward:  
Culturally Relevant Curriculum and Instruction  
Over the Next Five Years**

This document sets out the broad outlines of the District's vision for culturally relevant curriculum and instruction over the next five years.

**A. Growth.**

The District has seen extraordinarily rapid growth in enrollment in culturally relevant courses over the last four years. Further expansion of CR courses must continue, but forced expansion is no longer necessary. Further expansion of staff and resources will depend on increased need determined by student demand and enrollment in CR courses. In alignment with the courses offered, the district is likewise committed to supporting those courses and teachers by maintaining current levels of staffing and instructional resources necessary for their success. The district hopes to expand into content areas, grade levels and viewpoints when feasible based on student interest.

**1. Continued Work with School Staff.** The CRPI staff will continue to work with individual school sites to maintain current CR courses, and, where feasible, to add new courses or additional sections of existing courses.

**2. Outreach and Recruitment.** The success of the growth in the program over the past four years suggests that the District should continue the current practices of student and family outreach.

**B. Curriculum Development.**

**1. New Courses.** The CRPI staff will also continue to develop and add courses with current and additional ethnic viewpoints when viable (perhaps additional Native American and Asian-Pacific Islander).

**2. Existing Courses.** The CRPI staff will continue revising and updating existing course curricula to ensure compliance with new standards, and to take advantage of new research and studies on the efficacy of CR courses.

**C. CRC Teachers.**

**1. Finding and Training New CRC Teachers.** The District will continue to recruit and train teachers for CR courses as needed. The District is committed to maintaining the current staffing levels within CRPI and the support for CR teachers (the same ratio of Master Teachers to CR teachers) over the foreseeable future.

**2. Professional Learning for CRC Teachers.** The District will continue to revise and improve its professional learning for CRC teachers, in consultation with the national panel of experts. Through the use of research-based best practices, the CRPI staff will develop training modules for trainers of site or administrator professional development sessions. These trainings will implement research proven strategies in the establishment of inclusive school culture and climate and educational approaches in the areas of culturally responsive education, and restorative practices. When further expertise is required, a highly regarded scholar(s) in the field is contracted to work with the director of CRPI to inform decisions made by the committee.

Professional learning opportunities will utilize the train the trainer model of implementation and will be scheduled during the existing training schedules. Certificated staff receive training during the Wednesday in-service session at the sites. Site administrators and central leadership will receive training during regularly scheduled Instructional Leadership Academy (ILA) sessions. Classified staff receive training during monthly in-service training provided by their respective departments. In limited cases, on-line training may be provided via the True North Logic Learning Portal.

### **3. Assessment of CR Teachers**

The CRPI Department will expand the assessment of CR teachers in several ways: first, it will complete a review of the District's main evaluation instrument (the TUSD Modified Danielson Framework) designed to assess CR teachers' understanding and use of CR teaching practices. CRPI will collaborate with various entities within the district to 1) review and enhance the teacher evaluation tool, and 2) provide training to teachers and supervising administrators on how to better assess teachers on their use of culturally responsive practices found in the modified Danielson framework. CRPI staff will work with stakeholders to propose and approve enhancements to the adopted teacher evaluation tool. Possible enhancements may include additional indicators to more clearly articulate the difference between the various levels of proficiency in each element of the modified Danielson.

## **D. Administrators, Certificated Staff, and Classified Staff**

### **1. New Employee Onboarding**

As part of the district's commitment to ensure capacity and sustainability in implementing culturally responsive practices, CRPI staff will strengthen and regularize training in culturally relevant practices for all new employees at the time of orientation or soon thereafter. Through a collaborative effort between the departments of Professional Development, Culturally Responsive Pedagogy and Instruction, Curriculum and Instruction, and New Teacher Induction/Mentoring, new teachers will receive training on CRP during the new teacher induction training, while administrators will be trained during the new administrator training during the back to school professional development sessions. New classified employees will receive training during the orientation process through their



specific departments. This training will be delivered by a variety of personnel, but will be overseen by CRPI.

## **2. Administrator Training on the Teacher Evaluation Tool**

CRPI has developed and will implement professional learning for administrators on assessing CR practices of CRC teachers. The training will be provided during four sessions of Instructional Leadership Academy, site administrators will receive training on the CR addition to the TUSD Modified Danielson Framework, paying focused attention on the culturally responsive language and observable actions identified. These training sessions will provide practice on norming of observable actions for increased validity of the evaluation tool. Resources will be provided to assist evaluating administrators on identifying the indicators of distinguished instruction in alignment with culturally responsive pedagogy.

Administrators will be trained on the alignment of the teacher evaluation tool with the district administrator evaluation process. They will work with the Professional Standards for Educational Leaders, which are the current standards used to evaluate administrators. The goal is to create a vertical articulation between the Modified Danielson and the administrator evaluation process to focus on increase student achievement.

Using engaging activities, administrators will use strategies such as role-play to increase proficiency in assessing teacher instruction. Utilizing the trainer-of-trainer model, administrators will deliver this professional development to their staff on district-identified dates.

## **3. CR Practices Extended Support: Instructional Coaching**

The development of capacity in CR practices is a process requiring continued support and resources to maintain any progress gained. As part of this continued alignment of the support systems, close collaboration between CRPI, New Teacher Induction/Monitoring Program, Multi-Tiered System of Support, Professional Development and Curriculum & Instruction is essential to the delivery of a consistent district message as it relates to instruction. These entities will collaborate to deliver consistent and complimentary instructional training to MTSS, CSP and Teacher Mentors through the CIPDA Academy training sessions.

## **E. Continued Improvement in Data Collection and Analysis**

While there are numerous qualitative measures to assess the effectiveness of the CR initiative, the long-term impact of culturally responsive practices emerge in the quantitative data. The data points that often reflect the impact of CR include but are not limited to; higher attendance rate, increased GPA, higher graduation rates, increased college-going rates, reduced incidents of student discipline, and increased scores on standardized and benchmark tests.

The limitation in assessing the CR initiative lies in the difficulty in disaggregating the various elements comprising this approach. The implications of this approach are far reaching and

may not clearly link the causal effect. For instance, a restorative approach to a disciplinary infraction, combined with positive teacher-student relationships might manifest itself in increased attendance, leading to improved performance in math scores.

While isolating the cause and effect connection with specific aspects of this approach is difficult, research shows that these approaches are effective in increasing student achievement and significantly reducing the “achievement gap.”

#### **F. Research & Development**

Data informed analysis highlights gaps in existing tools, illustrating the need to revise or create new tools required in the implementation of new strategies to address areas of concern. Through a collaborative process, in conjunction with the director of CRPI, the CRE Implementation and Monitoring Committee will develop new tools, strategies and trainings necessary to address the needs identified in the analysis phase of this process.