AAAATF RECOMMENDATIONS

I.   Background

TUSD's African American students still struggle with academic under-achievement after decades of court imposed desegregation actions and funding. Multi-year TUSD data analyses, summarized below, show dismal results in all academic areas, especially Math. African American students have consistently experienced low expectations from TUSD faculty and administrators, and far too many students are performing to those lowered expectations. African American students continue to disproportionately experience disciplinary action at all grade levels, particularly African American males. The disturbing national trend of "school-to-prison pipeline" for African American males is also a major cause for concern within TUSD. The lack of parent involvement and advocacy for African American students only compound the problems associated with African American student achievement. Consequently, there is a need to identify the root causes of student performance issues with affirmative steps taken with a sense of urgency to address these factors that impede sustainable academic improvement. National studies and successful nationally recognized academic programs targeting African American students have shown that the major factors in reversing under-achievement by African American students is a mix of acknowledging the importance of strong school leadership, high quality instruction, caring teachers, positive community role models, and involved parents. Other important factors included ongoing assessments and strong academic, behavioral and social interventions. Without question, African American students have the intellectual capacity to perform at the highest levels of academic achievement. It's time for TUSD to transition from episodic, short-term approaches that have minimal success to institutionalized processes and programs that foster positive and sustainable results. The following snapshot of African American student academic performance provides the framework for the Task Force recommendations:

AIMS Data by Race/Ethnicity

Area:			White	African American	Hispanic	Native American	Asian American	Multi Ethnic	Total
READ	% Mast	99-00	73.4	50.6	45.9	37.0	69.0	--	59.3
		11-12	80.3	57.6	68.6	55.1	79.4	75.7	70.5
		Change	6.9	7.0	22.7	18.1	10.4	--	11.2
WRIT	% Mast	99-00	69.8	49.3	46.2	38.1	70.4	--	57.9
		11-12	61.0	36.4	44.5	32.2	60.4	55.4	48.0
		Change	-8.8	-12.9	-1.7	-5.9	-10.0	--	-9.9
MATH	% Mast	99-00	38.6	17.4	17.6	13.6	48.2	--	28.3
		11-12	62.6	33.9	45.3	32.0	67.9	55.9	48.8
		Change	24.0	16.5	27.6	18.4	19.7	--	20.5

Reading: In twelve years (from 1999-2000 to 2011-12), the percent of TUSD students achieving reading mastery on the AIMS has risen significantly overall, and for every Racial/Ethnic group. However, the 23% gap in mastery level between White and African American students is unchanged during that time frame. Every other racial/ethnic group has closed the size of their gap during that time; the Hispanic reading gap with White students shrunk from 27% to 12%. Hispanic students started out with 5% lower reading mastery than African American students in 1999-2000; in 2011-12 they have 11% higher mastery.

Writing: In twelve years (from 1999-2000 to 2011-12), the percent of TUSD students achieving writing mastery on the AIMS has fallen significantly overall, and for every Racial/Ethnic group (this is due primarily to changes to test difficulty and delivery). African American students have seen the steepest decline in mastery over that

USP V.F.1.c

time frame, and a 20% gap relative to White students in 1999-2000 has grown to 25% in 2011-12. By contrast, Hispanic and Native American students both managed to decrease the size of their gap compared to White students. As with reading, Hispanic students started out with a lower writing mastery percentage than African American students in 1999-2000, but have a significantly higher mastery rate in 2011-12.

Mathematics: In twelve years (from 1999-2000 to 2011-12), the percent of TUSD students achieving mathematics mastery on the AIMS has risen significantly overall, and for every Racial/Ethnic group. However, the 21% gap in mastery level between White and African American students in 1999-2000 has risen to 28% in 2011-12. As with reading, the African American gain over those years has been the smallest of any racial or ethnic group. And as with reading and math, Hispanic students have a smaller gap in twelve years relative to White students, while African American students have a larger gap relative to White students in all three areas.

II.   Recommendations

Recommendations one through eight are focused primarily on administrators, teachers, and other staff.

1. Identify and Replicate Successful National School Based Factors

2. Identify and Replicate Successful Teacher Practices

3. Enhance Teacher Evaluation

4. Monitor and Implement the Essential Elements of Instruction (EEI) and Culturally Responsive Pedagogy (CRP) (aka "Culturally Responsive Teaching Practices")

5. Develop Focused Professional Development

6. Consider Cultural Competency in Hiring and Retention

7. Enhance the District-Wide Leadership Development Program

8. Set and Communicate High Expectations

Recommendations nine through sixteen are focused primarily on students.

9. Monitor ALE Placement Actions

10. Monitor Recommendations for Placement to Career and Technical Education (CTE)

11. Monitor Recommendations for Placement to Remedial and/or Exceptional Education Programs

12. Evaluate Support Programs

13. Fund Adequately African American Student Services

14. Monitor Disciplinary Actions

15. Enhance the Parent Engagement Program

16. Develop and Implement Extended Learning Opportunities

USP V.F.1.c

III.   Recommendation Description

Recommendations one through eight are focused primarily on administrators, teachers, and other staff. Recommendations nine through sixteen are focused primarily on students.

RECOMMENDATION	Step 1	Step 2
1. Identify and Replicate Successful National School Based Factors	Examine the national school-based success factors that accounted for improved African American student achievement, academic performance, and graduation rates.	Discern if these school-based factors can be replicated for TUSD schools. Thus, the factors should be codified, verified for their impact, and efforts should be made to insure that the valid factor types identified become more widely present throughout the school district. Conduct "drop in" principal evaluations that provide formative feedback to teachers. Examine the potential for investing in the use of "instructional rounds" or learning walkthroughs to ascertain the level of teaching and learning in all classrooms and to disseminate best practices as they are found.
2. Identify and Replicate Successful Teacher Practices	Identify school-based educators, teachers and/or teacher leaders who have achieved success with African American student performance in their schools, and capture the classroom methods or best practices they've utilized to get these results.	Embrace and utilize innovative teaching methods to better connect with and reach each student's learning needs. These practices should be codified, vetted for their impact, and these practice types should be systematically turned into targets of professional development for instructional staff. This effort should include preparation of structured lesson plans with periodic AAAATF monitoring of overall teacher performance and results. Care should be given to insure that the identified practices are/will be integrated with Common Core Standards, so that these practices are not viewed as burdensome add-ons to what teachers are now expected to do to implement these Standards.
3. Enhance Teacher Evaluation	Introduce educator performance accountability metrics to address school-based staff members who consistently fall short in key areas of African American student academic achievement.	Evaluate to ensure that teachers demonstrate an observable commitment to treat all students with dignity and respect. Add a cultural component to teacher evaluations. In evaluating teachers, consideration should also be given to *the extent of student engagement* as an important proximal outcome.
4. Monitor and Implement the Essential Elements of Instruction (EEI) and Culturally Responsive Pedagogy (CRP)	Implement fully EEI and CRP into teaching. EEI should be completed with fidelity; culturally responsive teaching would increase the opportunity for positive relationships between students of color and faculty members.	Utilize ongoing and specific professional development to provide school and district personnel with continuous training to improve student engagement. In addition to student engagement and implementing diverse teaching strategies, including in ALE courses.

USP V.F.1.c

RECOMMENDATION	Step 1	Step 2
5. **Develop Focused Professional Development**	Identify (1) research-based, high-quality teacher professional development activities, with proven success particularly with African American students, and (2) the subset of schools with the highest concentration of African American students	Implement the identified PD at the subset of schools with the highest concentration of African American students. Trainings should be tailored to specific schools' needs and modes of operation. These efforts should lead to narrowing the achievement gap at these schools, and should focus on culturally-relevant pedagogy (CRP). The instructional core - teaching and learning - in regular classrooms must be a priority in the pursuit of raising achievement outcomes for African American students. The model cannot center on one-shot workshops or information sharing activities per se, but should involve continuous improvement such that there are several cycles of "training," with each cycle to include a workshop and follow up support in the form of classroom observations with constructive feedback, common planning time, and the operation of professional learning communities. These efforts may include, but are not limited to, using a train-the-trainer model to: • Hold school administrators, counselors, and teachers accountable for completion of comprehensive cultural sensitivity training to address both conscious and unconscious bias against African American students, especially African American males. (Biannually) • Train on the culture of the district regarding achievement, student engagement, self-esteem, and promoting self efficacy among students of color. (see 6th recommendation) The model should integrate these new practices with the demands teachers face in implementing the new Common Core Standards.
6. **Consider Cultural Competency in Hiring**	Identify and develop well-established teacher recruitment and hiring process that promotes hiring of teachers with strong cultural sensitivity in addition to other required competencies.	Implement well-established teacher recruitment and hiring processes that promote the hiring of teachers with strong cultural sensitivity in addition to other required competencies. Continue to stress the importance of teacher and administrator recruitment and retention; both aspects are challenges and more must be done to retain great Principals and teachers.
7. **Enhance the District-Wide Leadership Development Program**	Explore the addition of accountability for more positive outcomes for African American students to the evaluation of school and district leaders. Examples of such models can be found in Santa Fe, and until recently, Philadelphia.	Enhance the District-wide leadership development program to ensure that all schools include accountability mechanisms in support of the success of African American students. Provide opportunities for African American educators to participate in leadership development programs

USP V.F.1.c

RECOMMENDATION	Step 1	Step 2
8. **Set and Communicate High Expectations**	Identify and set high standards. This could include a focus on creating a viable curriculum guide for the district with learning outcomes so that teachers are clear as to what is expected from students each quarter.	Administrators should set high standards for all students and not just those students enrolled in ALEs or dubbed as "smart." Counselors should demonstrate high expectations for all students. Teachers should demonstrate an observable commitment to high expectations for attainment by all students. There are specific classroom practices that convey differential achievement expectations for students. Such occur for example: • *When teachers provide briefer and less informative responses to questions raised by low than high expectation students* • *When teachers show comparatively less acceptance and use of ideas put forth by low expectation students* • *When teachers, after posing a question, display less wait time before providing the answers for low expectation in comparison to high expectation students*
9. **Monitor ALE Placement Actions and Supports**	Monitor the demographics of students that each counselor places in advanced, college prep courses.	Take action. Tutors/Supports for students within the first semester of an ALE. May include periodic audits to ensure placements are being made appropriately.
10. **Monitor Recommendations for Placement to Career and Technical Education (CTE)**	Monitor the demographics of students that counselors refer to technical education courses.	Take action. May include periodic audits to ensure placements are being made appropriately.
11. **Monitor Recommendations for Placement to Remedial and/or ExEd programs**	Monitor the demographics of students placed (or recommended for placement) in remedial and/or Special Education programs.	Initiate appropriate follow-up for staff members who routinely place students of color in remedial and/or Special Education programs. May include periodic audits to ensure placements are being made appropriately.
12. **Evaluate Support Programs**	Conduct data audits of programs now funded to support achievement outcomes for African American students to determine if they are producing the outcomes expected.	Those programs that are leading to the desired outcomes for African American students should receive increased funding. Those, for which the intended outcomes have not been obtained, should receive decreased funding or discontinued.

USP V.F.1.c

RECOMMENDATION	Step 1	Step 2
13. Fund Adequately African American Student Services	Identify additional resources needed to adequately provide African American Student Services	Provide adequate resources (e.g., funding, human capital, facilities, etc.) to support African American Student Services, including properly certified and high performing staff. a. Hire competent, certified professionals for this department to ensure that African American students receive strong academic and personal support with a foundation of high expectations. b. Do not allow the AASSD to be used as a respite for lower performing administrators, teachers and other staff. c. Provide self-esteem/leadership development seminars for African American students, promoting positive images and stressing that being smart and high academic achievement are positive attributes. Include positive African American community role models. d. Assign the highest performing staffers to the most underperforming schools or grade levels. e. Establish an effective student peer-to-peer mentoring program. f. Monitor all aspects of African American student education, including disciplinary actions, recognition and awards, academic excellence and poor performance, absenteeism, teacher performance, etc. g. Conduct focus groups at the end of academic year 2013/2014 with those students that participated in the academic year 2012/2013 focus groups to assess any gains/changes as a result of their feedback. h. Create a district-wide plan of communication to both inform and communicate with the AA community, but to also encourage collaboration. i. Create more multi-cultural classes that encourage a learning of past heritage and achievement. j. Create a four-year mentor program for AA students to enroll in. k. Organize more celebratory events to honor the success of AA students. l. Create more multicultural clubs and organizations (other than sports) for AA students to engage in.
14. Monitor Disciplinary Actions	Monitor schools and teachers who consistently show high levels of disciplinary action against African American students	Assemble behavior/discipline task force

USP V.F.1.c

Appendix V-53 p. 6

RECOMMENDATION	Step 1	Step 2
15. Enhance the Parent Engagement Program	In implementing this program, efforts should be made to identify an organization that has a successful, documented track record of fostering these intended outcomes with African American students.	a. Consistent Student/Parent Focus Groups b. Launching a parent engagement program aimed at, but not limited to, African American families. This program would have as its primary focus the fostering of effective voice and informed advocacy of parents, on behalf of their children's academic and social well-being inside schools. c. (Administrators) Promote and welcome parent involvement and give them timely access to information that enables them to advocate for and support their students' learning both in the classroom and at home. d. (Teachers) Reach out to African American parents and build a welcoming and collaborative positive relationship versus a negative relationship with only negative communication. e. (District) Support the efforts of teachers and administrators to reach out to the AA community. f. (Parents) • Take responsibility to participate in their students' education. • Provide opportunities for active engagement in student learning process. • Offer training modules for parents that equip them to be positive contributors and advocates for their students' achievement • A key part of the training would require parents to spend a certain amount of time volunteering in their students' classrooms to achieve certification of completion. • Implement a parent outreach program across the district to foster a more welcoming environment for parents • Develop and implement an aggressive parent outreach program, utilizing the talents of top community leaders. * Miami-Dade Schools had a Parent Academy that did much of this work. Their goal was to create "Demand" parents, those who had the expertise, knowledge and social capital to advocate for their children in all forums, and support their learning. Parent engagement should be in support of student outcomes, not in the number of parents volunteering.

USP V.F.1.c

RECOMMENDATION	Step 1	Step 2
16. Develop and Implement Extended-Learning Opportunities	Develop a clear budget in advance for each activity	<u>Summer:</u> Establishing extended-learning summer opportunities for, but not limited to, African American students. These opportunities should focus not just on remediation activities, but on acceleration and enrichment activities as well. What is offered should be seen as enticements, and not as "punishment" for performing poorly during the school year. A focus should also be on educating the whole student. Therefore, along with conventional academic outcomes, attention should be given to promoting socio-emotional competence, to fostering students' self efficacy and positive attitudes toward learning, and to the broadening of students' cultural horizons. <u>Out of School:</u> Provide out of school and extended learning time opportunities for students that operate with stigmas: • Develop more after-school tutoring sessions for AA students to seek any academic assistance that they may need. Consider peer assistance tutorial groups whereby older students help younger students. Evidence suggests both older and younger students will benefit. • Establish an effective tutoring program for students that are struggling. • Provide out of school and extended learning time opportunities for struggling African American students, with strong parent involvement. <u>Credit Recovery</u> These opportunities should consist of credit recovery as well as credit advancement. Intersessions are a great time to provide additional support and curricular advancement for students.

IV.   Cost Estimates

Unknown at this time

V.   Monitoring & Evaluation Plan

Unknown at this time. One suggestion is for the District to include in its periodic status updates a separate section outlining the status of the task force implementation.

USP V.F.1.c

TUSD Multicultural Student Services
African American Student Services Department

September 9, 2013

Dear Advisor:

Thank you for your commitment and willingness to serve on the African American Student Services Department (AASSD) Advisory Board for Tucson Unified School District. Your expertise and partnership is vitally important to the success of our department and to the success of our African American students. It is important that we partner to address historical and generational disparities such as low academic achievement and overrepresentation in discipline/suspensions.

During our first advisory meeting we will discuss the following topics:
- Recommendation provided by the African American Academic Achievement Task Force;
- Intervention teams to support African American students; and
- Intervention process for at-risk African American students.

By now you may have read parts of the TUSD desegregation plan. The plan emphasizes processes and services needed to address quality of education, discipline and family/community engagement through many means. Please visit www.tucsonusp.com for the latest information regarding the desegregation plan and process. We need your input and ideas to enhance and strengthen how we ensure successful academic achievement for African American students. Your input will drive our strategic planning process.

Our first advisory meeting for this school year will be September 26, 2013 from 3:30 p.m. – 5:00 p.m. We will meet at 1010 East Tenth Street (TUSD district office) upstairs in the Blue Conference Room. Please see the attached agenda and recommendations. To RSVP call 225-6247 or e-mail to jimmy.hart@tusd1.org or gabriela.guglielmo@tusd1.org.

On behalf of our department and the students we serve, we appreciate your partnership and look forward to seeing you on September 26th.

Sincerely,

Jimmy Hart, Director

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Appendix V-53 p. 9

TUSD Multicultural Student Services
African American Student Services Department

September 26, 2013
AASSD Advisory
AGENDA

3:00 p.m.   Light snacks

3:30 p.m.   Welcome/Introductions

Review the following documents:
- Recommendation provided by the African American Academic Achievement Task Force
- Intervention teams to support African American students
  "The District shall establish academic intervention teams to provide targeted support to African American students. The academic intervention teams shall consist of academic specialists (e.g., pullout reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for African American Student Achievement"
  "All African American student support services staff who are part of the academic intervention teams shall be trained, prior to working with students to implement specific academic intervention plans. All African American student support services staff shall also be trained on the use of data systems used to monitor the academic and behavioral progress of African American students."

- Intervention process for at-risk African American students
  "The District shall develop and implement a process for providing a series of academic interventions and supports for African American students who are struggling and/or otherwise disengaged from school (e.g., students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues)."

Brainstorm/discussion based on information provided

5:00 p.m. Adjourn

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Appendix V-53 p. 10

AAAATF RECOMMENDATIONS

I. Background

Closing the African American Achievement Gap in TUSD: An Analysis of

TUSD's African American students still struggle with academic under-achievement after decades of court imposed desegregation actions and funding. Multi-year TUSD data analyses, summarized below, show dismal results in all academic areas, especially Math. African American students have consistently experienced low expectations from TUSD faculty and administrators, and far too many students are performing to those lowered expectations. African American students continue to disproportionately experience disciplinary action at all grade levels, particularly African American males. The disturbing national trend of "school-to-prison pipeline" for African American males is also a major cause for concern within TUSD. The lack of parent involvement and advocacy for African American students only compound the problems associated with African American student achievement. Consequently, there is a need to identify the root causes of student performance issues with affirmative steps taken with a sense of urgency to address these factors that impede sustainable academic improvement. National studies and successful nationally recognized academic programs targeting African American students have shown that a mix of caring teachers, positive community role models and involved parents are major factors in reversing under-achievement by African American students. Without question, African American students have the intellectual capacity to perform at the highest levels of academic achievement. It's time for TUSD to transition from episodic, short-term approaches that have minimal success to institutionalized processes and programs that foster positive and sustainable results. The following snapshot of African American student academic performance provides the framework for the Task Force recommendations:

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		11-12	61.0	36.4	44.5	32.2	60.4	55.4	48.0
		Change	-8.8	-12.9	-1.7	-5.9	-10.0	--	-9.9
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		Change	24.0	16.5	27.6	18.4	19.7	--	20.5

<u>Reading</u>: In twelve years (from 1999-2000 to 2011-12), the percent of TUSD students achieving reading mastery on the AIMS has risen significantly overall, and for every Racial/Ethnic group. However, the 23% gap in mastery level between White and African American students is unchanged during that time frame. Every other racial/ethnic group has closed the size of their gap during that time; the Hispanic reading gap with White students shrunk from 27% to 12%. Hispanic students started out with 5% lower reading mastery than African American students in 1999-2000; in 2011-12 they have 11% higher mastery.

<u>Writing</u>: In twelve years (from 1999-2000 to 2011-12), the percent of TUSD students achieving writing mastery on the AIMS has fallen significantly overall, and for every Racial/Ethnic group (this is due primarily to changes to test difficulty and delivery). African American students have seen the steepest decline in mastery over that time frame, and a 20% gap relative to White students in 1999-2000 has grown to 25% in 2011-12. By contrast, Hispanic and Native American students both managed to decrease the size of their gap compared to White students. As with reading, Hispanic students started out with a lower writing mastery percentage than African American students in 1999-2000, but have a significantly higher mastery rate in 2011-12.

<u>Mathematics</u>: In twelve years (from 1999-2000 to 2011-12), the percent of TUSD students achieving mathematics mastery on the AIMS has risen significantly overall, and for every Racial/Ethnic group. However, the 21% gap in mastery level between White and African American students in 1999-2000 has risen to 28% in 2011-12. As with reading, the African American gain over those years has been the smallest of any racial or ethnic group. And as with reading and math, Hispanic students have a smaller gap in twelve years relative to White students, while African American students have a larger gap relative to White students in all three areas.

II. Recommendations

Recommendations one through eight are focused primarily on administrators, teachers, and other staff.

1. Identify and Replicate Successful National School Based Factors

2. Identify and Replicate Successful Teacher Practices

3. Enhance Teacher Evaluation

4. Monitor and Implement the Essential Elements of Instruction (EEI) and Culturally Responsive Teaching Practices (CRP) (Something to consider – non-educators and parents will understand the wording teaching practices instead of pedagogy. You may want to change pedagogy to teaching practices throughout the document OR use Culturally Responsive Practices – See Gloria Ladson-Billings work – she coined the concept culturally responsive teaching practices – you can check with Dr. Peterkins on this as well.)

5. Develop Focused Professional Development

6. Consider Cultural Competency in Hiring

7. Enhance the District-Wide Leadership Development Program

8. Set and Communicate High Expectations

Recommendations nine through sixteen are focused primarily on students.

9. Monitor ALE Placement Actions

10. Monitor Recommendations for Placement to Career and Technical Education (CTE)

11. Monitor Recommendations for Placement to Remedial and/or Exceptional Education Programs

12. Evaluate Support Programs

13. Fund Adequately African American Student Services

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Appendix V-53 p. 12

14. Monitor Disciplinary Actions

15. Enhance the Parent Engagement Program

16. Develop and Implement Extended Learning Opportunities

III. Recommendation Description

Recommendations one through eight are focused primarily on administrators, teachers, and other staff. Recommendations nine through sixteen are focused primarily on students.

RECOMMENDATION	Step 1	Step 2
1. Identify and Replicate Successful National School Based Factors	Examine the national school-based success factors that accounted for improved African American student achievement, academic performance, and graduation rates.	Discern if these school-based factors can be replicated for TUSD schools. Thus, the factors should be codified, verified for their impact, and efforts should be made to insure that the valid factor types identified become more widely present throughout the school district. Conduct "drop in" principal evaluations that provide formative feedback to teachers. Examine the potential for investing in the use of "instructional rounds" or learning walkthroughs to ascertain the level of teaching and learning in all classrooms and to disseminate best practices as they are found.
2. Identify and Replicate Successful Teacher Practices	Identify school-based educators, teachers and/or teacher leaders who have achieved success with African American student performance in their schools, and capture the classroom methods or best practices they've utilized to get these results.	Embrace and utilize innovative teaching methods to better connect with and reach each student's learning needs. These practices should be codified, vetted for their impact, and these practice types should be systematically turned into targets of professional development for instructional staff. This effort should include preparation of structured lesson plans with periodic AAAATF monitoring of overall teacher performance and results. Care should be given to insure that the identified practices are/will be integrated with Common Core Standards, so that these practices are not viewed as burdensome add-ons to what teachers are now expected to do to implement these Standards.
3. Enhance Teacher Evaluation	Introduce educator performance accountability metrics to address school-based staff who consistently fall short in key areas of African American student academic achievement.	Evaluate to ensure that teachers demonstrate an observable commitment to treat all students with dignity and respect. Add a cultural component to teacher evaluations. In evaluating teachers, consideration should also be given to *the extent of student engagement* as an important proximal outcome.

RECOMMENDATION	Step 1	Step 2
4. **Monitor and Implement the Essential Elements of Instruction (EEI) and Culturally Responsive Practices (CRP)**	Implement fully EEI and CRP into teaching. EEI should be completed with fidelity; culturally responsive teaching would increase the opportunity for positive relationships between students of color and faculty members.	Utilize ongoing and specific professional development to provide school and district personnel with continuous training to improve student engagement. In addition to student engagement and implementing diverse teaching strategies, including in ALE courses.
5. **Develop Focused Professional Development**	Identify (1) research-based, high-quality teacher professional development activities, with proven success particularly with African American students, and (2) the subset of schools with the highest concentration of African American students	Implement the identified PD at the subset of schools with the highest concentration of African American students. These efforts should lead to narrowing the achievement gap at these schools, and should focus on culturally-relevant pedagogy (CRP). The instructional core - teaching and learning - in regular classrooms must be a priority in the pursuit of raising achievement outcomes for African American students. The model cannot center on one-shot workshops or information sharing activities per se, but should involve continuous improvement such that there are several cycles of "training," with each cycle to include a workshop and follow up support in the form of classroom observations with constructive feedback, common planning time, and the operation of professional learning communities. These efforts may include, but are not limited to, using a train-the-trainer model to: • Hold school administrators, counselors, and teachers accountable for completion of comprehensive cultural sensitivity training to address both conscious and unconscious bias against African American students, especially African American males. (Biannually) • Train on the culture of the district regarding achievement, student engagement, self-esteem, and promoting self-efficacy among students of color. (see 6th recommendation) The model should integrate these new practices with the demands teachers face in implementing the new Common Core Standards.
6. **Consider Cultural Competency in Hiring**	Identify and develop well-established teacher recruitment and hiring process that promotes hiring of teachers with strong cultural sensitivity in addition to other required competencies.	Implement well-established teacher recruitment and hiring processes that promote the hiring of teachers with strong cultural sensitivity in addition to other required competencies.

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RECOMMENDATION	Step 1	Step 2
7. **Enhance the District-Wide Leadership Development Program**	Explore the addition of accountability for more positive outcomes for African American students to the evaluation of school and district leaders. Examples of such models can be found in Santa Fe, and until recently, Philadelphia.	Enhance the District-wide leadership development program to ensure that all schools include accountability mechanisms in support of the success of African American students. Opportunity for African American educators to participate in leadership development programs
8. **Set and Communicate High Expectations**	Identify and set high standards.	Administrators should set high standards for all students and not just those students enrolled in ALEs or dubbed as "smart." Counselors should demonstrate high expectations for all students. Teachers should demonstrate an observable commitment to high expectations for attainment by all students. There are specific classroom practices that convey differential achievement expectations for students. Such occur for example: Sentence structure below. • *When teachers provide briefer and less informative responses to questions raised by low than high expectation students* • *When teachers show comparatively less acceptance and use of ideas put forth by low expectation students* • *When teachers, after posing a question, display less wait time before providing the answers for low expectation in comparison to high expectation students*
9. **Monitor ALE Placement Actions and Supports**	Monitor the demographics of students that each counselor places in advanced, college prep courses.	Take action. Tutors/Supports for students within the first semester of an ALE. May include periodic audits to ensure placements are being made appropriately.
10. **Monitor Recommendations for Placement to Career and Technical Education (CTE)**	Monitor the demographics of students that counselors refer to technical education courses.	Take action. May include periodic audits to ensure placements are being made appropriately.

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Appendix V-53 p. 15

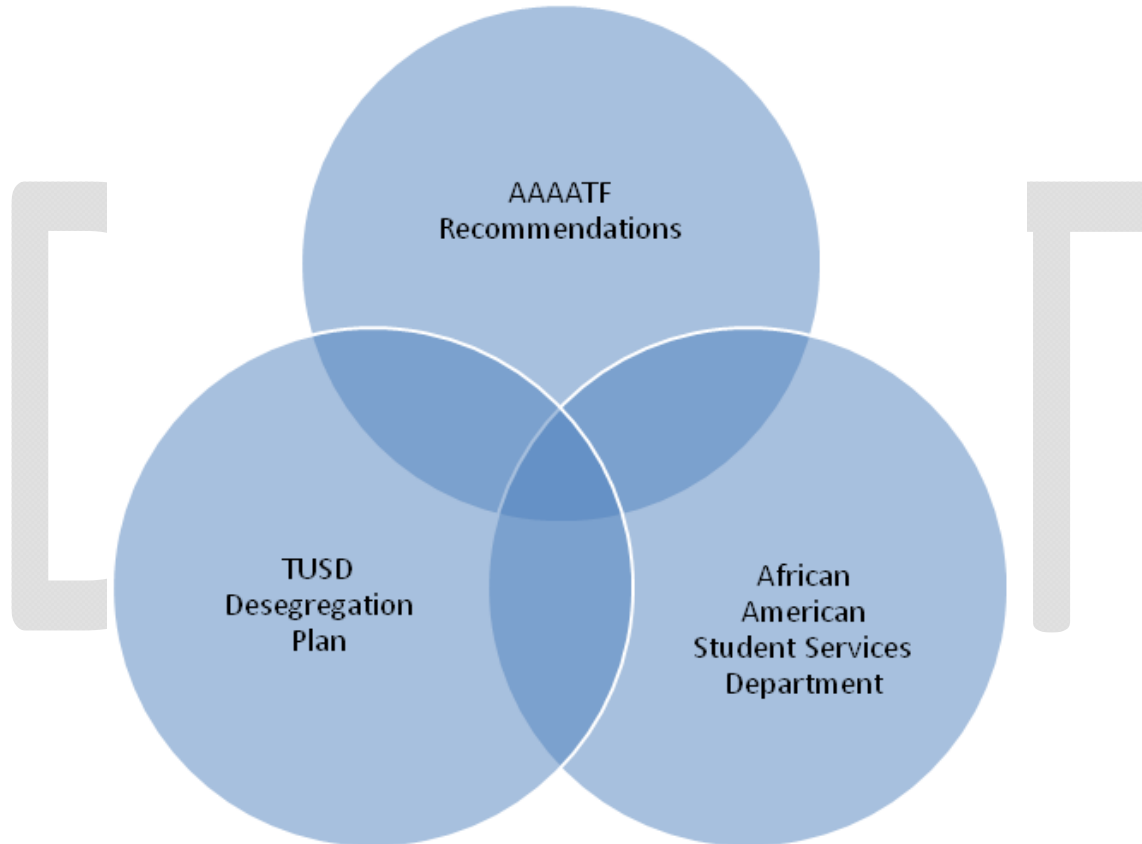| RECOMMENDATION	Step 1	Step 2
11. Monitor Recommendations for Placement to Remedial and/or ExEd programs	Monitor the demographics of students that each counselor (recommends for placement) in remedial and/or Special Education programs. (Counselors do not recommend to special education courses)	Initiate appropriate follow-up for those counselors who routinely place students of color in remedial and/or Special Education programs. May include periodic audits to ensure placements are being made appropriately. (Counselors do not recommend to special education courses)
12. Evaluate Support Programs	Conduct data audits of programs now funded to support achievement outcomes for African American students to determine if they are producing the outcomes expected.	Those programs that are leading to the desired outcomes for African American students should receive increased funding. Those, for which the intended outcomes have not been obtained, should receive decreased funding or discontinued.
13. Fund Adequately African American Student Services	Identify additional resources needed to adequately provide African American Student Services	Provide adequate resources (e.g., funding, human capital, facilities, etc.) to support African American Student Services, including properly certified and high performing staff. a. Hire competent, certified professionals for this department to ensure that African American students receive strong academic and personal support with a foundation of high expectations. b. Do not allow the AASSD to be used as a respite for lower performing administrators, teachers and other staff. c. Provide self-esteem seminars (self-esteem only goes so far – consider leadership development) for African American students, promoting positive images and stressing that being smart and high academic achievement are positive attributes. Include positive African American community role models. d. Assign the highest performing staffers to the most underperforming schools or grade levels. e. Establish an effective student peer-to-peer mentoring program. f. Monitor all aspects of African American student education, including disciplinary actions, recognition and awards, academic excellence and poor performance, absenteeism, teacher performance, etc. g. Conduct focus groups at the end of academic year

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Appendix V-53 p. 16

RECOMMENDATION	Step 1	Step 2
		2013/2014 with those students that participated in the academic year 2012/2013 focus groups to assess any gains/changes as a result of their feedback. h. Create a district-wide plan of communication to both inform and communicate with the AA community, but to also encourage collaboration. i. Create more multi-cultural classes that encourage a learning of past heritage and achievement. j. Create a four-year mentor program for AA students to enroll in. k. Organize more celebratory events to honor the success of AA students. l. Create more multicultural clubs and organizations (other than sports) for AA students to engage in.
14. Monitor Disciplinary Actions	Monitor schools and teachers who consistently show high levels of disciplinary action against African American students	Assemble behavior/discipline task force
15. Enhance the Parent Engagement Program	In implementing this program, efforts should be made to identify an organization that has a successful, documented track record of fostering these intended outcomes with African American students.	a. Consistent Student/Parent Focus Groups b. Launching a parent engagement program aimed at, but not limited to, African American families. This program would have as its primary focus the fostering of effective voice and informed advocacy of parents, on behalf of their children's academic and social well-being inside schools. c. (Administrators) Promote and welcome parent involvement and give them timely access to

RECOMMENDATION	Step 1	Step 2
		information that enables them to advocate for and support their students' learning both in the classroom and at home. d. (Teachers) Reach out to African American parents and build a welcoming and collaborative positive relationship versus a negative relationship with only negative communication. e. (District) Support the efforts of teachers and administrators to reach out to the AA community. f. (Parents) • Take responsibility to participate in their students' education. • Provide opportunities for active engagement in student learning process. • Offer training modules for parents that equip them to be positive contributors and advocates for their students' achievement • A key part of the training would require parents to spend a certain amount of time volunteering in their students' classrooms to achieve certification of completion. • Implement a parent outreach program across the district to foster a more welcoming environment for parents • Develop and implement an aggressive parent outreach program, utilizing the talents of top community leaders. * Miami-Dade Schools had a Parent Academy that did much of this work. Their goal was to create "Demand" parents, those who had the expertise, knowledge and social capital to advocate for their children in all forums, and support their learning. Parent engagement should be in support of student outcomes, not in the

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RECOMMENDATION	Step 1	Step 2
		number of parents volunteering.
16. Develop and Implement Extended-Learning Opportunities	Develop a clear budget in advance for each activity	<u>Summer:</u> Establishing extended-learning summer opportunities for, but not limited to, African American students. These opportunities should focus not just on remediation activities, but on acceleration and enrichment activities as well. What is offered should be seen as enticements, and not as "punishment" for performing poorly during the school year. A focus should also be on educating the whole student. Therefore, along with conventional academic outcomes, attention should be given to promoting socio-emotional competence, to fostering students' self-efficacy and positive attitudes toward learning, and to the broadening of students' cultural horizons. <u>Out of School:</u> Provide out of school and extended learning time opportunities for students that operate with stigmas: • Develop more after-school tutoring sessions for AA students to seek any academic assistance that they may need. Consider peer assistance tutorial groups whereby older students help younger students. Evidence suggests both older and younger students will benefit. • Establish an effective tutoring program for students that are struggling. • Provide out of school and extended learning time opportunities for struggling African American students, with strong parent involvement.

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Appendix V-53 p. 19

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

<table>
<tr><td colspan="4">

1. Unitary Status Plan Requirements
</td></tr>
<tr><td colspan="4">Purpose: Services to Support African American Student Achievement (V.E.7)</td></tr>
<tr><td colspan="4">Initiative B: The district shall develop and implement a process for providing a series of academic interventions and supports for African American students who are struggling and/or otherwise disengaged from school.</td></tr>
<tr><th>Process/Item</th><th>Person(s) Responsible</th><th>Outcome or Product</th><th>Date of Completion</th></tr>
<tr><td>A. TUSD will develop and implement a Multi-Tier System of Support (academic and behavior) process to be implemented in all schools (USP project 5)</td><td>Steve Holmes, Jimmy Hart, James Fish</td><td>TUSD model for Multi-Tier System of Support addressing academic and behavior needs.</td><td>Started; Tentative – February, 2014</td></tr>
<tr><td>B. TUSD will provide district-wide training in implementing the Multi-Tier System of Support</td><td>Steve Holmes, Jimmy Hart, James Fish</td><td>All instructional staff trained in implementing the Multi-Tier System of Supports</td><td>Started; Tentative – September 2014</td></tr>
<tr><td>C. TUSD will assess which processes and programs will serve as Tier 2 and Tier 3 supports for African American Students needing additional and/or behavior support (USP project 5)</td><td>Steve Holmes, Jimmy Hart, James Fish</td><td>Systematic options refined for providing Tier 2 and Tier 3 academic and behavior support</td><td>Started; Tentative – August, 2014</td></tr>
<tr><td>D. African American Student Services Dept. will develop and pilot a district-wide mentoring program to support struggling students (USP project 5)</td><td>Jimmy Hart, Christopher Golston</td><td>Systemic mentoring program piloted at 3 middle schools</td><td>June, 2014</td></tr>
<tr><td>E. TUSD will develop an electronic flag system (watch-point) to identify students in need of additional support. USP project 5)</td><td>Sam Brown, James Fish</td><td>Implement and pilot flag system for as several schools with the intent to implement fully for the</td><td>September, 2013</td></tr>
</table>

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

			2014-15 school year	
Initiative C: The district shall establish academic intervention teams to provide targeted support for African American students.(Embedded in the TUSD Multi-Tier System of Supports Plan)				
	Process/Item	**Person(s) Responsible**	**Outcome or Product**	**Date of Completion**
	A. Each TUSD school will provide a school-wide Multi-Tier System of Support plan for African American students needing additional academic and/or behavior support (e.g., reading, writing, math, attendance, suspensions). (USP project 5)	Steve Holmes, Jim Fish	Multi-Tier System of Support plan for each school	February, 2014
	B. Each school's Multi-Tier System of Support plan (intervention team) shall include an academic and/or behavior support team (USP project 5)	Site principals, James Fish, Jimmy Hart	Established site team at each school	February, 2014
	C. In schools where African American Student Service Dept. (AASSD) specialists are assigned, the specialists will assist with identifying and coordinating Tier 2 and Tier 3 academic and/or behavior supports in partnership with the site Learning Support Coordinator (LSC). (USP project 5)	Site principals, Jimmy Hart, AASSD specialist, LSC	Identified students needing additional support (Hot-list students identified (e.g., 301 goals students)	At the beginning of each quarter based on data
	D. AASSD will provide behavior intervention support, based on need and availability, to reduce overrepresentation and/or misrepresentation of students to Special Education (USP project 5 & 6)	Jimmy Hart, AASSD Behavior Specialist	Assist in the development of the TUSD Multi-Tier System of Support for behavior protocol	February, 2014
	E. The AASSD behavior team will support schools to develop and implement tier 2 and tier 3 supports, provide training (i.e., student intervention training), and assist the site team in implementing the non-exceptional education behavior protocol process (Project 7)	Jimmy Hart, AASSD specialists, site team	Site plans to reduce over-representation of African American students to Exceptional Education	February, 2014 and on-going

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

Initiative D: The District shall hold quarterly events at each school or for clusters of schools serving African American students. (Embedded in the USP Project 8)			
Process/Item	**Person(s) Responsible**	**Outcome or Product**	**Date of Completion**
A. AASSD will collaborate with other departments and family engagement committees (i.e., USP Project 8, Title I, Student Equity & Intervention) to develop an annual plan that describes the quarterly parent events throughout the school year. These sessions will serve to inform parents of the programs and opportunities available for African American students. Some events will be held in regions of the district while other events will be one location.	Jimmy Hart, AASSD Staff	Completed plan; plan and/or events communicated to families; quarterly events; sign-in sheets; agendas; parent mailing; e-mail directory	February, 2014 and yearly
B. Specialists assigned to schools will inform parents of site provided parent meetings in partnership with the site administration, LSC and community representative.	Jimmy Hart AASSD and Staff	Agendas; sign-in sheets for site provided parent meetings	February, 2014 and quarterly
C. Partner with Title 1 to host 4 quarterly meetings at each school. Using the train-the-trainer model, Title 1 community reps will be trained to deliver 4 informative parent events each year. Meeting may include but not limited to: Advanced Learning Experiences, college prep, etc.	Jimmy Hart, Anna Gallegos	AASSD will partner with Title 1 and other departments to provide on-going parent workshops	August, 2014 and quarterly
D. African American Student Services will host 2 student recognition programs each year (one program each semester)	Jimmy Hart and AASSD staff	Student recognition program	February, 2014
E. In addition to the above mentioned strategies, with district technology support, AASSD will host at least one web-based workshop each school year.	Jimmy Hart	African American Parent Advisory Committee	December, 2014

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

	Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
	F. Develop and implement a parent advisory committee (this is in addition to the community-based advisory). The parent advisory will serve to 1) advocate for workshops to inform parents of policies and practices in a format that clearly outlines and advises parents of their rights and responsibilities, 2) encourage parenting skills and conflict mediation techniques, 3) select ideas that contribute to both parents and students' understanding of their cultural heritage and 4) promote academic success strategies at home.	Jimmy Hart	Quarterly parent advisory meeting agenda; sign-in sheets	June, 2014

Initiative E: The district shall collaborate with local colleges and universities and identify college students, including district alumni, to provide learning support and guidance to African American students through mentoring, teaching assistance and other services

Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
The AASSD will hire a College and Career Readiness Coordinator (CCRC) to address the requirements of the USP and AAAATF recommendations.	Jimmy Hart	Hired CCRC	July, 2014
The CCRC will coordinate tier 2 and tier 3 college planning support for African American students.	Jimmy Hart and CCRC AASSD	Increased college planning and college visits to include HBCUs; community-based college planning workshops and career days (e.g., local churches); summer planning seminars	August, 2014 and ongoing
Recruitment of college students to serve as academic and mentor supports	Jimmy Hart and CCRC AASSD	Increased number of college students working with African American students	August, 2014 and ongoing

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

	Implement Internship program in partnership with the U of A Africana Studies Dept.	Jimmy Hart and CCRC AASSD	Student interns working in AASSD	August, 2014
	Increase the number of TUSD graduates and retirees mentoring students	Jimmy Hart and CCRC	Sign-in sheets	August, 2014

Initiative F: All African American student support services staff who are part of the academic intervention teams shall be trained, prior to working with students to implement specific academic intervention plans.			
Process/Item	**Person(s) Responsible**	**Outcome or Product**	**Date of Completion**
A. All African American Student Services staff shall also be trained on the use of data systems (i.e., Mojave, TUSD Stats) used to monitor the academic and behavioral progress of African American students. (USP project 5)	Jimmy Hart	Completed training using Mojave student database, pilot flag-system (watch-point) for monitoring student academic & behavior progress	September, 2013 and ongoing
B. In partnership with Title 1 and the Curriculum and Instruction Department, specific AASSD staff will be trained in district approved reading and math interventions (tied to the common core) to provide tier 2 and/or tier 3 academic support	Jimmy Hart Steve Holmes Anna Gallegos Richard Foster	Trained specialist can effectively reinforce and support strategies to support reading, writing and math	October, 2013 and ongoing
C. All African American Student Services staff shall be trained in behavior intervention strategies to support students (USP project 5)	Jimmy Hart Richard Foster	Completed training addressing behavior intervention strategies	July, 2014 and ongoing
D. All African American Student Services staff shall be trained in the TUSD Multi-Tier System of Support Model to provide Tier 2 and Tier 3 academic and/or behavior support. (USP project 5)	Jimmy Hart Richard Foster	Completed training addressing the TUSD Multi-Tier System of Support Model	October, 2013 and ongoing

Appendix V-53 p. 25

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

	E. All African American Student Services staff shall attend conferences/training focused on researched and best practices proven to promote the academic achievement of African American Students	Jimmy Hart Richard Foster James Fish	TBD based on funding support and approval	Ongoing

2. African American Academic Achievement Task Force Recommendations

Purpose: Implement Research-based best practices proven to address the needs of African American Students to close the Achievement Gap

Recommendation 1: Identify and replicate successful national school based factors

Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
A. Review research examining the national school-based success factors that accounted for improved African American student achievement, academic performance and graduation rates.	AASSD advisory committee, Jimmy Hart James Fish Steve Holmes	Discern if the school-based factors can be replicated for TUSD schools. Thus, the factors should be codified, verified for their impact, and efforts should be made to insure that the valid factor types identified become more widely present throughout the school district.	Started; Tentative – June 2014
B. Conduct "drop in" principal evaluations that provide formative feedback to teachers. Examine the potential for investing in the use of "instructional rounds" or learning walkthroughs to ascertain the level of teaching and learning in all	Jimmy Hart James Fish Steve Holmes	Support plan protocol for struggling schools (See ILT plan)	Started; ongoing

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

classrooms and to disseminate best practices as they are found. (See TUSD Instructional Leadership Plan; USP Project 6 and USP Project 12)		Pilot Student Equity protocol in select elementary, middle and high schools	August, 2014

Recommendation 2: Identify and replicate successful teacher practices (Embedded in USP Project 6 & 12)

	Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
	See District Instructional Leadership Plan (ILTP) and USP Project 6 & 12	Adrian Vega Steve Holmes Richard Foster		

Recommendation 3: Enhance Teacher Evaluation (Embedded in USP Project 6 & 12)

	Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
	See District Instructional Leadership Plan (ILTP) and USP Project 6 & 12	Adrian Vega Steve Holmes Richard Foster		

Recommendation 4: Monitor and implement the Essential Elements of Instruction (EEI) and Culturally Responsive Practices (CRP) (Embedded in Project 6 & 12)

	Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
	See District Instructional Leadership Plan (ILTP) and USP Project 6 & 12	Adrian Vega Steve Holmes Richard Foster		

Recommendation 5: Develop focused professional development (Embedded in the USP Project 6 & 12)

	Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
	A. Identify (1) research-based, high-quality teacher professional development activities, with proven success particularly with African American students, and (2) the subset of schools with the highest concentration of African American	Adrian Vega Steve Holmes Richard Foster Jimmy Hart CRP Director	Implementation of Quarterly PD modules addressing the needs of African American Students	Started; on-going

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Appendix V-53 p. 27

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

	Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
	students (See ILT plan; USP Project 6 & 12)			
	B. Implement the identified PD at the subset of schools with the highest concentration of African American Students (USP project 6 & 12)	Adrian Vega Steve Holmes Richard Foster Jimmy Hart CRP Director	Implement research-based workshops focused on African American male academic achievement	January, 2014; ongoing
	C. AASSD staff to be trained in Common Core Reading, Writing and Math	Steve Holmes Richard Foster Jimmy Hart	Prioritize and schedule schools for CRP training AASSD will be trained in Common Core Reading, Writing and Math	Started; ongoing

Recommendation 6: Consider cultural competency in hiring (Embedded in the USP Project for hiring)

	Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
	A. AASSD team member to serve on district-level committee to address recruitment and retention of African Americans	Anna Maiden Jimmy Hart	Established recruitment committee with implementation plan	October 2013 and On-going

Recommendation 7: Enhance the district-wide leadership development program (Embedded in the ILT Plan)

	Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
	A. Explore the addition of accountability for more positive outcomes for African American students to the evaluation of school and district leaders (ILT plan)	H.T. Sanchez Adrian Vega	Instructional Leadership Academy	Started; ongoing

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

	Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
	B. Enhance the District-wide leadership development program to ensure that all schools include accountability mechanisms in support of the success of African American students. (ILT plan; USP)	H.T. Sanchez Adrian Vega	Instructional Leadership Academy

Protocol for holding administrators accountable for African American student achievement | Started; ongoing

TBD |
| | C. Increase opportunity for African Americans to move into leadership roles (e.g. administration, committees) | H.T. Sanchez Adrian Vega Anna Maiden | TBD | TBD |

Recommendation 8: Set and communicate high expectations (Embedded in USP Project 6 & 12)			
Process/Item	**Person(s) Responsible**	**Outcome or Product**	**Date of Completion**
See District Instructional Leadership Plan (ILTP) and USP Project 6 & 12			

Recommendation 9: Monitor Advanced Learning Experiences (ALE) placement actions and supports (Embedded in USP Project 4)			
Process/Item	**Person(s) Responsible**	**Outcome or Product**	**Date of Completion**
See ILT Plan and USP Project 4	Martha Taylor	Completed ALE Plan Monitor Plan	March, 2014 On-going
Recommendation 10: Monitor recommendations for placement to Career and Technical Education (CTE) (Embedded in ILT Plan)			
Process/Item	**Person(s) Responsible**	**Outcome or Product**	**Date of Completion**
See ILT Plan	Charles McCollum		TBD
Recommendation 11: Monitor recommendations for placement to remedial and/or Exceptional Education (ExEd) programs (Also embedded in the USP Project 5)			

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

	Process/Item	Person(s) Responsible	Outcome or Product	
	A. Monitor the demographics of African American students recommended for, and/or placed, in remedial and special education programs	Eugene Butler James Fish Jimmy Hart	Audit the enrollment of students in Exceptional Education courses to ensure placement are being made appropriately	Quarterly
	B. Implement academic and behavior intervention teams at each school site (see section one, academic and behavior interventions above)	Steve Holmes James Fish Jimmy Hart	Established systemic process (MTSS) implemented prior to placing a student in exceptional education	January, 2014; ongoing

Recommendation 12: Evaluate support programs

Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
Conduct data audits of programs now funded to support achievement outcomes for African American students to determine if they are producing the outcomes expected.	Adrian Vega Steve Holmes James Fish Jimmy Hart	Programs that are leading to the desired outcomes for African American students should receive increased funding. Those, for which the intended outcomes have not been obtained, should receive decreased funding or discontinued	June, 2014

Recommendation 13: Fund adequately African American student services

Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
A. Identify additional resources needed to adequately provide African American student services	James Fish Jimmy Hart Sam Brown	Appropriately funded AASSD to address disparities	April 2014

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

Process/Item	Person(s) Responsible	Outcome or Product	
B. Develop African American Student Services plan with budget needs to address recommended steps in Step 2 A – L. (See AAAATF plan); and C. Provide adequate resources (e.g., funding, human capital, facilities, etc.) to support African American Student Services, including properly certified and high performing staff.	Adrian Vega Sam Brown James Fish Jimmy Hart	AASSD plan with budget needs	April 2014
Recommendation 14: Monitor disciplinary actions (Embedded in USP Projects 5 & 7)			
Process/Item	**Person(s) Responsible**	**Outcome or Product**	
A. Monitor school and teachers who consistently show high levels of disciplinary action against African American students B. Assemble behavior/discipline task force committee	James Fish Brian Lambert Jimmy Hart James Fish Brian Lambert Jimmy Hart	Quarterly report showing disparities by grade level and school Quarterly task force meetings to address disparities	Quarterly Quarterly
Recommendation 15: Enhance the parent engagement program (Embedded in USP Project 8 and section 1 above)			
Process/Item	**Person(s) Responsible**	**Outcome or Product**	
A. Consistent Student/Parent Focus Groups; and B. Launching a parent engagement program aimed at, but not limited to, African American families. This program would have as its primary focus the fostering of effective voice and informed advocacy of parents, on behalf of their children's academic and social well-being inside schools.	Anna Gallegos James Fish Jimmy hart Family Engagement Coordinator	Yearly student/parent focus groups (once per year) Family Engagement Coordinator	May, 2014 and yearly TBD

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

C. (Administrators) Promote and welcome parent involvement and give them timely access to information that enables them to advocate for and support their students' learning both in the classroom and at home. (Embedded in Project 5 & 6).

D. (Teachers) Reach out to African American parents and build a welcoming and collaborative positive relationship versus a negative relationship with only negative communication. (Embedded in Project 5 & 6).

E. (District) Support the efforts of teachers and administrators to reach out to the AA community. (Embedded in Project 8, Family engagement; See section 1 – initiative D & E).

F. Offer training modules for parents that equip them to be positive contributors and advocates for their students' achievement (Embedded in Project 8, Family engagement; See section 1 – initiative D & E).

G. A key part of the training would require parents to spend a certain amount of time volunteering in their students' classrooms to achieve certification of completion. Implement a parent outreach program across the district to foster a more welcoming environment for parents

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

		Person(s) Responsible	Outcome or Product	Date of Completion
	H. Develop and implement an aggressive parent outreach program, utilizing the talents of top community leaders. (Embedded in Section 1 – initiative D & E)			
Recommendation 16: Develop and implement extended-learning opportunities				
Process/Item		**Person(s) Responsible**	**Outcome or Product**	**Date of Completion**
	A. Develop a clear budget in advance for each activity	Jimmy Hart Sam Brown James Fish Adrian Vega	Finalized budget to address extended learning	April, 2014; April of each year
	B. **Summer**: Establishing extended-learning summer opportunities for, but not limited to, African American students. These opportunities should focus not just on remediation activities, but on acceleration and enrichment activities as well. What is offered should be seen as enticements, and not as "punishment" for performing poorly during the school year. A focus should also be on educating the whole student. Therefore, along with conventional academic outcomes, attention should be given to promoting socio-emotional competence, to fostering students' self-efficacy and positive attitudes toward learning, and to the broadening of students' cultural horizons.	Jimmy Hart Sam Brown James Fish Adrian Vega	Established summer programs focused on leadership development; Academic enrichment; STEM – program will support 300 students to include transportation and learning materials and supplies Grow the existing student-to-student summer mentor program to include transportation and leadership development materials for 100 students.	April, 2014 April, 2014
	C. **Out of School**: Provide out of school and extended learning time opportunities for students	Dir. AASSD, district		

African American Academic Support Plan: Aligned Supports to the USP and District Priorities

CONFIDENTIAL DRAFT

	that operate with stigmas: D. Develop more after-school tutoring sessions for AA students to seek any academic assistance that they may need. Consider peer assistance tutorial groups whereby older students help younger students. Evidence suggests both older and younger students will benefit. (Embedded in ILT Plan to and USP Project 5 to reduce the risk of retention for students in grades 3 and 8) E. Establish an effective tutoring program for students that are struggling. (Embedded in the ILT Plan and USP Project 5) F. Provide out of school and extended learning time opportunities for struggling African American students, with strong parent involvement.	leadership	Mentor Academies (after school & weekends) (See college board research on mentoring)	August, 2014

Status Update of the Implementation of the
African American Academic Achievement Task Force Recommendations
Tucson Unified School District Responses as of 04/17/14

USP Language: "As soon as possible after the approval of the USP by the Court, the District shall appoint a Task Force that will develop a comprehensive plan for significantly improving the academic performance of African American students." [V.E.7.g] "The Task Force recommendations shall build on the Plan's provisions designed to enhance African American students' academic achievement. The Task Force shall make its report to the Superintendent, the Plaintiffs, and the Special Master no later than ~~June 1, 2013~~ July 1, 2013. The recommendation shall include a plan for annual reporting and monitoring, and cost estimates of any proposals made." [V.E.7.i]

AAAATF Recommendations
The AAAATF identified key components that contribute significantly to achievement, opportunity, and education gaps in TUSD. The sixteen recommendations below were suggested by the Task Force to close the gaps for African American students, they did not include cost estimates or a plan for annual reporting and monitoring:

1. Identify and Replicate Successful National School Based Factors
2. Identify and Replicate Successful Teacher Practices
3. Enhance Teacher Evaluation
4. Monitor and Implement the Essential Elements of Instruction (EEI) and Culturally Responsive Pedagogy (CRP)
5. Develop Focused Professional Development
6. Consider Cultural Competency in Hiring
7. Enhance the District-Wide Leadership Development Program
8. Set and Communicate High Expectations
9. Monitor ALE Placement Actions and Supports
10. Monitor Recommendations for Placement to Career and Technical Education (CTE)
11. Monitor Recommendations for Placement to Remedial and/or Exceptional Education Programs
12. Evaluate Support Programs
13. Adequately Fund African American Student Services
14. Monitor Disciplinary Actions
15. Enhance the Parent Engagement Program
16. Develop and Implement Extended Learning Opportunities

District Response to the AAAATF Recommendations
The District has accepted all sixteen recommendations as written above, and implementation of the steps has been initiated in SY 2013-14. The recommendations included more detailed "steps" but the import of the steps is not clear. While the District agrees to the sixteen recommendations, the District does not necessarily adopt all of the 30-plus individual steps. The steps will be analyzed and may be adopted on a case-by-case basis.

The status report below highlights what the District has accomplished in SY 2013-14 to implement the recommendations, and what the District is planning/developing regarding recommendation implementation for SY 2014-15.

1

Status Update of the Implementation of the
African American Academic Achievement Task Force Recommendations
Tucson Unified School District Responses as of 04/17/14

Status Update of the Implementation of the AAAATF Recommendations

The District has divided the recommendations into the following four categories:

A. Strengthening Personnel Practices

1. Identify and Replicate Successful National School Based Factors
2. Identify and Replicate Successful Teacher Practices
3. Enhance Teacher Evaluation
4. Monitor and Implement the Essential Elements of Instruction (EEI) and Culturally Responsive Pedagogy (CRP) (aka "Culturally Responsive Teaching Practices")
5. Develop Focused Professional Development
8. Set and Communicate High Expectations

B. Hiring and Retention Practices

6. Consider Cultural Competency in Hiring and Retention
7. Enhance the District-Wide Leadership Development Program

C. Monitoring Student Data

9. Monitor ALE Placement Actions
10. Monitor Recommendations for Placement to Career and Technical Education (CTE)
11. Monitor Recommendations for Placement to Remedial and/or Exceptional Education Programs
12. Evaluate Support Programs
14. Monitor Disciplinary Actions

D. Providing Students with Supports and Opportunities

13. Adequately Fund African American Student Services
15. Enhance the Parent Engagement Program
16. Develop and Implement Extended Learning Opportunities

The following status updates include the persons and/or departments responsible, where applicable.

2

Status Update of the Implementation of the
African American Academic Achievement Task Force Recommendations
Tucson Unified School District Responses as of 04/17/14

A.   STRENGTHENING PERSONNEL PRACTICES

1. Identify and Replicate Successful National School Based Factors
October 2013 – May 2014: District Staff has examined and researched best practices proven to support the academic, behavior and social support of African American students. Some of these practices, such as team walk-throughs, have been implemented. The Instructional Leadership Team participated in planned walk-throughs to support struggling schools throughout the school year to examine student engagement, congruency of the learning objectives to student learning activities and other areas focused on best teaching practices. The walk-throughs are designed to examine whether all students are actively engaged in the learning process (EEI/Learning Walks). Staff is currently compiling and codifying a list of similar school-based factors, verifying them for impact, and will make recommendations to leadership including successful practices that may be replicated in future years. (Student Equity – Jim Fish)

2014-15: Implement some or all of staffs' recommendations to replicate successful practices. This will be an ongoing process that will require adjustments based on student needs. To implement the recommended practices, on-going training and professional development for all staff working with African American students will be needed. Information from newer studies will be examined to ensure practices implemented are up-to-date and responsive to the needs of students.

2. Identify and Replicate Successful Teacher Practices
2013-14: This recommendation is embedded in the USP deliverable addressing culturally responsive practices and professional development, and is embedded in the TUSD Instructional Leadership plan. On 3/24 the District Instructional Leadership Team (ILT) and the Business Leadership Team (BLT) participated in the first 3-hour training focused on successful teacher practices and issues of culture. (Curriculum and Instruction – Steve Holmes, Dr. Adrian Vega)

- 3/26 - Student Equity staff (i.e., African American Student Services, Learning Support Coordinators) completed the training.
- 4/3/2014 - Principals completed the training.

2014-15: Continue and deepen the level of dialogue and professional development addressing successful teacher practices for all students through Supportive and Inclusive Learning Environments (SAIL) training and the Danielson Framework for teaching.

3. Enhance Teacher Evaluation
2013-14: This recommendation is addressed in the USP deliverable addressing culturally responsive practices and professional development and is also embedded in the TUSD Instructional Leadership Plan. This step is also addressed using the current teacher evaluation process. The evaluation process is online using the Teachscape system which monitors the administrator-teacher communication and timeline. The Teachscape system is aligned to the Charlotte Danielson framework for teaching and addresses cultural competence and valuing students' cultural backgrounds. (Curriculum and Instruction – Steve Holmes, Dr. Adrian Vega; Student Equity – James Fish)

3

Status Update of the Implementation of the
African American Academic Achievement Task Force Recommendations
Tucson Unified School District Responses as of 04/17/14

Because of the unique needs of African American students and the lack of understanding per district data, teacher training that is specific to the needs of African American students is needed.

2014-15: Increase focus and monitoring of equity and cultural competence practices using the walk-through protocol. Increase training in the area of cultural competence and culturally responsive practices for teachers and administrators. Train-the-trainer model for African American Student Services staff and others so that strategies will be shared and implemented at the site level.

4. Monitor and Implement the Essential Elements of Instruction (EEI) and Culturally Responsive Pedagogy (CRP) (aka "Culturally Responsive Teaching Practices")
2013-14: This recommendation is addressed in the USP deliverable addressing culturally responsive practices and professional development and is also embedded in the TUSD Instructional Leadership Plan. The recommendation is also addressed using the current teacher evaluation process. The evaluation process is online using the Teachscape system which monitors the administrator-teacher communication and timeline. The Teachscape system is aligned to the Charlotte Danielson framework for teaching and addresses cultural competence and valuing students' cultural backgrounds. (Curriculum and Instruction – Steve Holmes, Dr. Adrian Vega; Director of Professional Development – Richard Foster)

Embedded within the ALE plan is professional development focusing on diversity and culturally responsive practices. The first training for administrators was offered during the fall semester. Workshop title: Pre-AP Instructional Leadership: Fostering Equity and Access.
(ALE Director – Martha Taylor)

2014-15: Increase focus and monitoring of equity and cultural competence practices. Continue training in partnership with College Board, African American Student Services and district departments to help teachers and administrators better understand how to recruit, enroll and support African American students in ALE courses for completion and successful test taking. Enhance the EEI and Danielson training to include a greater emphasis on issues of equity, cultural competence and culturally responsive practices.

5. Develop Focused Professional Development
2013-14: This recommendation is embedded in USP deliverable addressing culturally responsive practices and professional development. The recommendation is also addressed using the current teacher evaluation process. The evaluation process is online using the Teachscape system which monitors the administrator-teacher communication and timeline. The Teachscape system is aligned to the Charlotte Danielson framework for teaching and addresses cultural competence and valuing students' cultural backgrounds Specific training modules focusing on African American students will need to be developed and offered (e.g., online, workshops, embedded in EEI and Culturally Responsive training) (Professional Development – Richard Foster) (Curriculum and Instruction – Steve Holmes, Dr. Adrian Vega) (African American Student Services – Jimmy Hart)

2014-15: Increase focus and monitoring of equity and cultural competence practices. Enhance the EEI and Danielson training to include a greater emphasis on issues of equity, cultural competence and culturally responsive practices.

Appendix V-53 p. 38

Status Update of the Implementation of the
African American Academic Achievement Task Force Recommendations
Tucson Unified School District Responses as of 04/17/14

8. Set and Communicate High Expectations
2013-14: This recommendation is addressed in the USP deliverable addressing culturally responsive practices, professional development, the TUSD Instructional Leadership Plan, administrator evaluation process and the Charlotte Danielson framework for teaching. The teaching framework covers high expectations and standards for all students including cultural competence and equity. (Curriculum and Instruction – Steve Holmes, Dr. Adrian Vega) (High School Leadership – Dr. Abel Morado, Elementary Leadership – Dr. Teri Melendez)

2014-15: Administrators - Increase professional development focus and monitoring of equity and cultural competence practices for all administrators (site and district level). Enhance the EEI and Danielson training to include a greater emphasis on issues of equity, cultural competence and culturally responsive practices.

B. HIRING AND RETENTION PRACTICES

6. Consider Cultural Competency in Hiring and Retention
2013-14: N/A

2014-15: The District is developing the details for how this recommendation will be implemented.

7. Enhance the District-Wide Leadership Development Program
2013-14: This recommendation is embedded in the District's Instructional Leadership Plan and the revised administrator evaluation process. During the fall semester, the District developed a Prospective Administrative Leaders Plan to identify and develop prospective administrative leaders, specifically designed to increase the number of African American and Latino principals, assistant principals, and District Office administrators. During the spring semester, five African Americans were recommended to the leadership program and three African Americans completed the Leadership Prep Academy (LPA) for future administrators. (Dr. H.T. Sanchez, Dr. Adrian Vega, Dr. Abel Morado, Dr. Teri Melendez)

2014-15: In 2014-15, the District will continue to implement the Prospective Administrative Leaders plan and will work to strengthen the LPA to identify and support the development of African American candidates into District leaders.

C. MONITORING STUDENT DATA

9. Monitor ALE Placement Actions

2013-14: This recommendation is embedded in USP deliverable addressing advanced learning experiences (ALE). The ALE plan has been completed to address this issue. Within the ALE plan is professional development focusing on diversity and culturally responsive practices. The first training for administrators was offered during the fall semester. Workshop title: Pre-AP Instructional Leadership: Fostering Equity and Access. Also included in the plan is additional tutoring and supports for students who may encounter difficulty. African American Student Services works closely with the ALE Director to monitor appropriate placement. (ALE Director – Martha Taylor; AASS Director – Jimmy Hart)

5

Status Update of the Implementation of the
African American Academic Achievement Task Force Recommendations
Tucson Unified School District Responses as of 04/17/14

2014-15: Annual review of African American student enrollment, progress and successful completion of ALE courses. Review committee to include ALE Director, Academic Leadership, Student Equity and African American Student Services. The review should include a review of successes, growth and opportunities to be shared with site and district level leadership.

10. Monitor Recommendations for Placement to Career and Technical Education (CTE)
2013-14: Every high school has a College and Career Readiness Counselor whose responsibility is to provide demographic data to the district CTE office. This data is also used for ADE reporting and monitoring. Each semester Student Equity and African American Student Services will monitor the referral and enrollment of African American students to CTE courses. We will examine closely the numbers of students enrolled in courses that translate to college credit and correlate with college degree programs. (Exec. Director Student Equity – James Fish; CTE Director - Charles McCollum; AASS Director – Jimmy Hart)

2014-15: Annual review of African American student enrollment, progress and successful completion of CTE courses. Review committee to include CTE Director, Academic Leadership, Student Equity and African American Student Services. The review should include a review of successes, growth, opportunities and students enrolled in courses that translate to college credit and/or correlate with college degree programs to be shared with site and district level leadership. (Exec. Director Student Equity – James Fish; CTE Director - Charles McCollum; AASS Director – Jimmy Hart)

11. Monitor Recommendations for Placement to Remedial and/or Exceptional Education Programs
2013-14: TUSD implemented the Multi-Tier System of Support to assist with monitoring and supporting students in need of additional academic and/or behavior support. Training in the MTSS model was provided to all district and site administrators, and learning support coordinators. As part of this process all schools were required to begin implementing the Multi-Tier System of Support (RTI) prior to placing a student in exceptional education. Student Equity and African American Student Services will meet with designated exceptional education staff to review placement and cause for placement on a semi-annual basis. This information will then be shared with Elementary and Secondary leadership for follow-up.
(Assistant Superintendent Secondary Leadership – Dr. Abel Morado; Assistant Superintendent Elementary and K-8 Leadership – Dr. Teri Melendez; Exec. Director Student Equity – James Fish; Exec. Director Ex Ed – Eugene Butler; AASS Director – Jimmy Hart)

2014-15: Each school will have a Child Study Team (CST) to assist school staff in problem solving and planning general education interventions to support students' success in the classroom. Child Study Teams have been a part of the exceptional education department practice for many years. A student shall not be determined to be a child with a disability if the determinant factor is a lack of appropriate instruction in reading, lack of appropriate instruction in math, or limited English proficiency. As part of this process each school will be required to implement the Multi-Tier System of Support (RTI) prior to placing a student in exceptional education. Student Equity and African American Student Services will meet with designated exceptional education staff to review placement and cause for placement on a semi-annual basis.

6

Status Update of the Implementation of the
African American Academic Achievement Task Force Recommendations
Tucson Unified School District Responses as of 04/17/14

A. Each TUSD school will provide a school-wide Multi-Tier System of Support plan for African American students needing additional academic and/or behavior support (e.g., reading, writing, math, attendance, suspensions). (USP deliverable addressing drop-out rates)

B. Each school's Multi-Tier System of Support plan (intervention team) shall include an academic and/or behavior support team (USP deliverable addressing drop-out rates)

C. In schools where African American Student Services specialists are assigned, the specialists will assist with identifying and coordinating Tier 2 and Tier 3 academic and/or behavior supports in partnership with the site Learning Support Coordinator (LSC). (USP deliverable addressing drop-out rates)

D. African American Student Services will provide behavior intervention support, based on need and availability, to reduce overrepresentation and/or misrepresentation of students to Special Education (USP deliverable addressing drop-out rates)

E. The African American Student Services behavior team will support schools to develop and implement tier 2 and tier 3 supports, provide training (i.e., student intervention training), and assist the site team in implementing the non-exceptional education behavior protocol process (USP deliverable addressing drop-out rates)

(Exec. Director Student Equity – James Fish; Exec. Director Ex Ed – Eugene Butler; AASS Director – Jimmy Hart)

Semi-annual review of African American student recommendation and placement in Exceptional Education courses. Review committee to include Ex Ed Director, Academic Leadership, Student Equity and African American Student Services. The review should include a review of placement and reasons for placement to be shared with site and district level leadership.

12. Evaluate Support Programs

<u>2013-14</u>: A review and assessment of academic and behavior supports was completed by October 1, 2013. The review and assessment examined: (1) existing programs, resources, and practices, (2) what additional resources or programs are needed, and (3) an analysis of the school sites with the highest concentration of students in need. A protocol is in the development stages to examine the effectiveness of programs implemented at the site and district level. (Academic and Behavioral Supports Coordinator, Brian Lambert; Desegregation Director - Sam Brown)

<u>2014-15</u>: Implement the program evaluation protocol at the beginning of the 14-15 school year. All site and district level programs focused on African American students and funded with desegregation monies must provide an annual review and assessment using the established protocol.

14. Monitor Disciplinary Actions

<u>2013-14</u>: This recommendation is embedded in USP deliverables addressing discipline and drop-out rates. Changes to the Mojave student database were implemented to effectively monitor discipline. Quarterly review of discipline data by site and level has been implemented. Data will be shared with

Appendix V-53 p. 41

Status Update of the Implementation of the
African American Academic Achievement Task Force Recommendations
Tucson Unified School District Responses as of 04/17/14

Elementary/K-8 and Secondary Leadership for follow-up with site administrators. The District has developed a "Report Manager." The report manager is used to review all site discipline. The District discipline monitoring committee reviews the data each quarter by site to identify disparities. (High School Leadership – Dr. Abel Morado, Elementary Leadership – Dr. Teri Melendez; Exec. Dir. Student Equity – James Fish; Program Coordinator Student Equity - Brian Lambert; African American Student Services - Jimmy Hart)

2014 -15: This recommendation is embedded in the overarching deliverable addressing discipline and drop-out rates. Continue quarterly review of discipline data by site and level to be shared with Elementary/K-8 and Secondary Leadership for follow-up with site administrators to include a plan, with supports, to reduce the overrepresentation of African American students to detention, ISS and suspension. Continue use of the district developed "Report Manager." The report manager will be used to review all site discipline. The District discipline monitoring committee will review the data each quarter by site to identify disparities.

D. PROVIDING STUDENTS WITH SUPPORTS AND OPPORTUNITIES

13. Fund Adequately African American Student Services
2013-14: This recommendation is in the review process as we continue to examine national best-practices proven to benefit African American students and are beneficial to students in TUSD. However, per the Task Force recommendations 9 - 16, and recommendations from the AASS advisory group, academic support, family engagement, mentoring programs, extended learning opportunities and ALE opportunities should be a focus. (Superintendent - H.T. Sanchez; Desegregation Director - Sam Brown; Exec. Director Student Equity – James Fish; AASS Director – Jimmy Hart)

2014-15: PILOT - Target schools with the greatest percentage of African American students.   The pilot is three-fold in that the focus will be: 1) Professional Development - Increased focus and monitoring of equity and cultural competence practices. Enhance the EEI and Danielson training to include a greater emphasis on issues of equity, cultural competence and culturally responsive practices; 2) Targeted interventions by African American Student Services to include mentoring and extended learning opportunities; and 3) Family Engagement – Focused efforts to involve students' families in the learning process including but not limited to parent workshops, college and career awareness and readiness and empowerment. Shift funding, per researched best practices, to increase or to reorganize academic supports, mentoring and family engagement, and generally to address the needs of African American students in need of additional academic and/or behavior support and extended and enrichment experiences (i.e., summer and afterschool programs). This may include additional resources such as academic and behavioral interventionists and/or staff certified in reading and/or math to support schools with high needs and the highest percentages of African American students.

15. Enhance the Parent Engagement Program
2013-14: This step is embedded in USP deliverable addressing family engagement (USP Family Engagement Plan). However, this year African American Student Services hosted 3 quarterly parent events, parent university, a literacy night at Booth-Fickett & 3 quarterly superintendent meetings. This is also an area that members of the African American Student Services advisory committee would like

Appendix V-53 p. 42

Status Update of the Implementation of the
African American Academic Achievement Task Force Recommendations
Tucson Unified School District Responses as of 04/17/14

greater engagement. (Dir. African American Student Services – Jimmy Hart; District Family Engagement Coordinator (TBD); Title 1 Director - Anna Gallegos)

2014-15: Per the Family Engagement Plan, Title 1, the Family Engagement Coordinator and African American Student Services must work collaboratively to provide coordinated services for parents & families. African American Student Services will align its family engagement plan with the USP Family Engagement Plan. An annual review of research-based strategies to engage parents and families and the effectiveness of the strategies implemented. Consideration will be given to the above mentioned recommendations through on-going professional development addressing culturally responsive practices, the deliverable addressing family engagement and programs implemented at the site and district level focused on African American students. The program coordinator for African American Student Services will work closely with Title 1 and the Family Engagement Coordinator to monitor the progress of parent and family engagement. Engagement will include a menu of parent workshop options, quarterly meetings and focus groups to assess effectiveness.

16. Develop and Implement Extended Learning Opportunities
2013-14: Although deliverables for this recommendation are embedded in the USP plan for extra-curricular activities, we continue to review how this will look for the 14-15 school year.

2014-15: Implement extended-learning opportunities (i.e., out-of-school and summer) for African American students through African American Student Services in collaboration with Title 1, schools and other departments.