

**African American Student Services Department
Annual Status Report
SY2020-21**

This annual status report for the African American Student Services Department (a) briefly describes operations of the department during the 2020-21 school year, and (b) details the annual assessment of department operations conducted in the spring and summer of 2021, resulting in an updated Operating Plan for the department for SY2021-22, and a five year Strategic Plan for 2021-25. Both plans are attached as exhibits to this annual status report.

I. Department Operations During SY2020-21.

In SY 2020-21, the AASSD developed a 3-5 year strategic plan similar to the MASSD strategic plan (2018-19). The plan was developed in partnership with department staff members and reviewed by members of the AASSD Parent Advisory Council (PAC). The department also provided regular updates to the superintendent and the Academic Leadership Team in the fall and spring of SY20-21. The department is forming an AASSD Reorganization Planning Committee, which will include a Fisher plaintiff representative, a member of the Special Master's Implementation Committee, and District leadership. This committee will meet in the fall and spring semester of SY21-22.

The AASSD continued to work towards improving the academic achievement and educational outcomes of African American students (including English Learners). In SY2020-21, the department continued its commitment to providing targeted academic interventions for targeted at-risk students within the gatekeeping framework of school site MTSS teams. The department provided additional supports for African American students through collaborations with colleges and universities, parental and community engagement activities.

A. Work With Students and other District Departments.

1. Student Interventions and Supports

a. Multi-Tiered System of Supports (MTSS)

In SY2020-21, the AASSD specialists continued working within the District's MTSS system as the gatekeeper to deploy academic and behavioral supports to schools and students across the District; provide social emotional support (SEL) in targeted schools; utilize an online system to handle school requests for services and interventions; support district-wide summer programs; and provide professional

development for department staff. Department specialists participated in MTSS meetings to serve as a student advocate and equitable voice providing recommendations to MTSS teams.

b. Student Support

Working within the MTSS process, AASSD staff provided targeted site support through advocacy, academic mentoring, behavioral support, and site-based services. The support focused on enhancing services for students needing Tier 2 and Tier 3 support in addition to the classroom teacher and/or site-based services. School sites were identified for deployed support based on overall school population, the percentage of African American students enrolled, student discipline, District assessment data, and administrator requests. Under the department's restructured framework, AASSD staff were assigned to serve as coaches, response to intervention (RTI) specialists, behavioral specialists, and program specialists. The AASSD deployed support to eighteen schools. To support the MTSS model, AASSD staff used Synergy to monitor student academic and behavioral progress each quarter.

c. Behavior Support

To provide Tier 2 and Tier 3 behavior intervention support, the AASSD deployed behavioral specialist support to targeted schools. The behavioral specialist participated on MTSS teams and in discipline hearings (fourth quarter discipline hearings) and provided guidance in the development of behavior intervention plans.

In SY2020-21, the AASSD was able to provide 2 social emotional learning (SEL) groups at two schools and support 16 students.

d. Quarterly Discipline Review

In SY2020-21, the AASSD continued to monitor student discipline data provided by the Student Relations Department. The AASSD staff utilized this data to support site teams in addressing discipline at schools.

e. Direct Academic Support

In SY2020-21, the AASSD retained one Response to Intervention Specialist (RTI) to provide English Language Arts (ELA) support in two schools. The RTI specialist, a certified teacher, provided Tier 3 support to 27 students in grades 3 – 5 at Booth-Fickett and Erickson.

To reduce the number of students with an “F” letter grade at the end of the first quarter of SY2020-21, the AASSD team worked with 124 identified students and reduced failed classes by 39 percent by the end of the semester. In addition, the AASSD developed a post-high school readiness plan (High School / Post Graduation Plan) to aid students’ work through academic coaching with 12th graders in jeopardy of not graduating.

f. Mentoring Supports

In SY2020-21, the AASSD continued providing mentoring support during COVID-19. To provide this support, the AASSD Student Success Coaches provided academic mentoring and one-to-one meetings using Zoom videoconferencing to meet with students. Academic coaching and mentoring supported students at 14 middle and high schools.

g. Student Equity and Intervention Request for Service Form

In addition to the various advocacy and supports provided by the AASSD at designated sites, the department continued to use the online Student Equity and Intervention Request for Service form to support schools that did not have an assigned AASSD specialist and needed additional support beyond what the site could offer (Appendix V – #, ORSF 2021). In SY2020-21, the AASSD responded to six requests from five schools for services through the online request form.

h. Enrichment and Summer Experiences

In SY2020-21, the AASSD focused on supporting the district-wide summer program offerings in May and June 2021. The AASSD supported individual sites by providing registration forms to families, mailing forms home, direct calls to parents, and the use of Parent Link.

The AASSD provided enrichment experiences through the Zoom format in SY2020-21. Enrichment experiences were in the form of after-school career exposure events to connect students to local community members working in various careers. Several opportunities were provided during the school day with a focus on virtual college tours or career exposure.

In SY2020-21, the AASSD implemented multiple enrichment opportunities for K-12 students. The department collaborated with other departments and organizations to design these enrichment opportunities to motivate students and help them understand their culture. Events included virtual college visits and

opportunities to interact with nationally recognized individuals serving in higher education, professional sports, STEM fields, and entertainment.

In February 2021, the AASSD provided several opportunities for students to enhance and enrich their cultural knowledge. These culturally relevant experiences were open to all TUSD students with focused outreach to African American students. Thirteen schools and 56 students participated in the Brain Bowl, more than 100 students participated in the elementary poetry contest, and over 60 middle and high school students participated in art and poetry contests.

2. College and Career Readiness

The AASSD worked on college and career readiness initiatives collaboratively with other District departments, including FACE, Magnet Programs, Guidance and Counseling, Refugee Services (to support African American EL students), and ALE.

3. AASSD Quarterly Parent Information Events

In SY2020-21, the AASSD collaborated with several District departments and organizations to organize and facilitate 18 quarterly parent informational and recognition events – a 22 percent increase in the number of events from previous years'. Furthermore, the AASSD presented at four additional parent events hosted by the Family and Community Outreach and the Communication and Media departments. All events were hosted using Zoom videoconferencing.

Attendance at events hosted by AASSD ranged from approximately five participant Zoom logins to over 140 individual logins by parents, students, educators, and community members. However, actual attendance varied due to entire families (four to six people) attending events using one Zoom login. These Zoom events were designed to inform parents about District resources, AASSD, and academic opportunities such as ALE programs and enrollment in magnet programs; offer workshops about college and career readiness and connect families to college outreach programs at various college and universities locally and nationally; and connect families to the District's FACE resources and other community support organizations such as Pima County One Stop for employment opportunities, Community Food Bank of Southern Arizona, and Goodwill Industries.

Events hosted by the AASSD focused on targeted recruitment of African American families and community through email, parent link, staff phone calls, communication with targeted schools, and communication through the regional assistant superintendents' newsletter. To increase parent engagement of African American ELL students, the AASSD staff collaborated with the Language Acquisition

and Refugee Services departments to inform parents of quarterly events to increase participation. For example, the AASSD used parent link 34 times to reach up to 5,000 families .

Other organizations that collaborated with the AASSD during quarterly parent information events in SY2020-21 included local African American civic groups, and fraternities and sororities.

4. African American Community Forums and Advisory Boards

To further communicate and connect with students, parents, and the community, the AASSD director continued to serve on several community advisory boards and committees, including the University of Arizona African American Advisory Council to the President, the Interdenominational Ministerial Alliance of Tucson, and the Arizona Department of Education African American Advisory Council. These community connections served as avenues to inform families and the public about upcoming events pertaining to African American students and families in the District and to address the needs of students.

5. Black History Month and Parent Engagement

In October 2020, a Black History Month planning committee was established to give parents and community an opportunity to provide suggestions and programming for Black History Month in February 2021. The outcome was a positive experience giving parents and community the opportunity to develop and implement Black History Month programming that provided information, activities, and learning experiences for students in grades K-12.

6. Parent Feedback

In February 2021, the AASSD hosted multiple workshops focused on college and career, and empowerment. To measure the effectiveness of workshop presenters and topics, the AASSD asked parents to provide survey feedback. The results of this feedback will be used to plan for future parent and family sessions in SY2021-22.

7. Parent Advisory Council (PAC)

In April 2021, the AASSD established a new parent advisory council (PAC) to promote greater engagement and participation of parents. The PAC meets every other month and includes parent representatives from all five District regions, who have students from Kindergarten through high school.

8. College Scholarships

Working with community partners, the AASSD was able to raise and administer \$26,000 in scholarships for ten students to further their education.

9. Pre-College Mentoring and SEL Support

In SY2020-21, the AASSD did not partner with local universities or community groups for face-to-face mentoring. This was a result of Pima County and District COVID-19 guidelines. However, the AASSD did offer Zoom mentoring in selected schools. The goals of the mentoring and SEL services were to support the academic, cultural, and social experiences for students; serve as a conduit for connecting students, families, and schools with community resources; increase the number of positive role models with whom students could connect; and learn about careers, leadership skills, and college prep.

2. Professional Development

The AASSD director and program coordinator facilitated trainings for AASSD staff to enhance the level of support the department offered to students and families. Trainings covered culturally responsive practices, family and community outreach, Synergy, and goal setting. The AASSD provided four professional development opportunities for District certified and classified staff: 1) SEL and behavioral support for 127 staff (course #15492), 2) Speed of Trust training for equity support services staff, 3) Africa to Arizona: Black History & The Pursuit of Freedom 20-21 SY (course #15724), and 4) Black Excellence Speaker Series with Dr. Neal Lester - The N Word - 20-21 SY (course #15708)

C. Collaboration with Colleges and Universities

In SY2020-21, the AASSD hosted ten college and career readiness related events. Because of COVID-19 protocols, all events were offered virtually using Zoom videoconferencing. These events focused on learning about different colleges, financial aid, enrollment, college choice, and exposure to STEM careers.

1. College and University Partnerships

The AASSD collaborated with multiple college/university programs and local organizations to connect K-12 students and their families to college and career readiness information, resources, and representatives.

- University of Arizona: The AASSD continued partnering with the UA Academic Outreach and African American Student Affairs units to support college and career exposure for students through virtual experiences. Two events were provided in the fall semester on 11.24.20 and 12.10.20. Furthermore, AASSD provided parent informational events that connected students and parents with UA alumni.
- Arizona State University (ASU): The AASSD collaborated with the ASU Black Student Coalition, and Educational Outreach, for two virtual events for students and parents in November 2019 and February 2020. Both virtual events provided insight into admissions, college funding, and connecting to African American student resources and educators working in higher education administration.
- Grand Canyon University (GCU): The AASSD partnered with the GCU Black Student Union, and TUSD MASSD, GCU to host a virtual college night in December 2020. Students learned about the Black Student Union, the GCU application process, and FAFSA.

2. Historically Black Colleges and Universities

For the second year in a row, due to the COVID pandemic, the AASSD was not able to coordinate the Tucson Black College and Cultural Tour in SY2020-21. However, the AASSD hosted two parent and student informational sessions in February 2021. For the first session, AASSD hosted graduates from Bennett College, Jackson State University, and Texas Southern. In the second session, participants heard directly from college recruiters and advisors representing Florida A&M University, Prairie View A&M University, University of Arkansas at Pine Bluff, and University of the Virgin Islands. These meetings provided opportunities for District students and families to connect with seven HBCUs.

II. Assessment, Evaluation and Updated Plans.

This year's operating plan called for an annual assessment, evaluation, and update to the department's Operating Plan and Strategic Plan. Department personnel convened in a series of meetings within the department and with other EDI departments this spring and summer to conduct the assessment and revise the plans. The resulting SY2021-22 Operating Plan (including ELL Addendum), and Five Year Strategic Plan, are attached hereto as Exhibits 1 and 2.

EXHIBIT 1

African American Student Services Department
Operating Plan for SY2021-22

This document sets out an organizational and substantive plan for the operation of the African American Student Services Department. The plan presents a narrative description of the student support services provided by the department staff, identifying nature of the services as academic, behavioral or family outreach, and describes the department’s role in those services as primary, supplementary or additional. The plan also sets out the qualifications for each position, and recruitment, training, and retention.

This plan is the result of experience gained by AASSD under the last five years operating under the supervision of the Court pursuant to the USP, discussions and consultations with representatives of the Fisher Plaintiffs, and consultation with a range of experts, beginning with the distinguished panel of experts who served on the African American Academic Achievement Task Force in 2013, continuing through the engagement of Dr. Dale Fredericks and Dr. Joseph Hines in the spring of 2016, and culminating with the comprehensive study and report by Dr. Gwendolyn Benson of Georgia State University and her team of experts from Trayben Associates in the summer of 2018, which report included specific recommendations for the reorganization of AASSD.

This operating plan is in effect for the 2021-22 school year and may be amended from time to time following the procedures described herein.

I. Introduction

The purpose and mission of AASSD is to provide targeted support to TUSD’s African American students, schools, departments, and staff to help the District’s African American students improve their academic performance and success in a manner that is culturally appropriate for and responsive to those students, maximizing the impact of positive interventions on African American students. AASSD operates within the parameters of the District’s MTSS system, with MTSS having a gatekeeping role for the delivery of direct student services for at risk African American students, including ELL students. AASSD works with schools, district departments and community partners to increase and strengthen academic support through researched best practices, increased and strengthened parent and community involvement, increased access to, participation in, and completion of Advanced Learning Experiences (“ALEs”), reduced overall discipline and related disparities, and increased academic success and graduation rates.

AASSD is led by a director, and includes an administrative assistant, program coordinator, program specialists, behavior specialists, Response to Intervention (“RtI”) specialists, student success coaches, certified academic tutors, and activity assistants. The department director reports directly to the Assistant Superintendent for Equity, Diversity, and Inclusiveness (EDI), who in turn reports to the District Superintendent. All department staff work together and with students, parents, District departments and resources, and other individuals and organizations in the community, in Arizona, and in the nation, on specific tasks and programs to improve academics and support for TUSD’s African American students.

II. Organization of Department and Services Provided.

The organizational structure of the AASS Department is summarized below:

AASSD Structure	
FTE	Position
1	Director
1	Program Coordinator
1	Administrative Assistant
2	Behavioral Specialists
4	Program Specialists
4	RTI Specialists
5	Student Success Coaches
Part-Time	
5	Certified Academic Tutors (Added Duty)
5	Activity Assistants (College Students)
Total	
28	18 Full-time & 10 Part-time

The AASS Department provides the following student support services, organized by position.

A. Director

The AASSD is led by a director. The work of the director is to strategically lead in the planning, development, implementation, and evaluation of programmatic strategies to meet the vision, mission, and goals of the department. As part of that strategic responsibility, during SY2021-22, the AASSD Director will form, convene, and lead an AASSD Reorganization Planning Committee, which will include a member of the Special Master’s Implementation committee, and representatives of the African American community, including a Fisher Plaintiff representative.

The director is responsible for establishing a system of benchmarks to monitor growth of African American students on a quarterly basis to identify students not making progress in reading and math at targeted schools. The director (a) serves as a consultant to other departments and schools not targeted for support by addressing issues relevant to African American students and parents, (b) serves as a conduit connecting the African American community to the District, and (c) responds to parent/student complaints regarding equity issues in partnership with District leadership. The Director is responsible for forming an AASSD Reorganization Planning Committee, provide regular updates to the superintendent, governing board, and community, and meet with the Assistant Superintendent for Equity, Diversity, and Inclusiveness (EDI) on an annual basis to assess services, outcomes, and improvements for the following year.

B. Program Coordinator

The AASSD has one program coordinator. The program coordinator assists the director in the implementation of programmatic strategies to improve African American student achievement and educational outcomes. The work of the program coordinator includes working with a group of identified schools to have in place targeted intervention programs to support African American students in ELA and math. The program coordinator (a) reviews, analyzes, and collect data to ensure student progress at targeted sites, and (b) supports the work of the program specialists to coordinate district-wide and regional parent/family engagement events with relevant District departments. The program coordinator (a) coordinates training for student success coaches, (b) works with student success coaches to develop academic progress monitoring plans, and (c) serves on the District discipline review committee in partnership with the Student Relations office. The program coordinator serves as part of a professional learning community (PLC) that include the program coordinator for Refugee Student Services, and a quarterly PLC to include the program coordinators for Culturally Responsive Pedagogy (CRP), and Family and Community Engagement.

The work of the Program Coordinator is designed to monitor, support, and improve academic and behavior outcomes for African American students, and African American ELL students in partnership with Refugee Student Services. It is generally both academic and behavioral supportive tasks. The program coordinator provides a level of advocacy and support beyond what schools can offer to targeted students where the cultural familiarity and experience of the AASSD team is likely to be effective in improving academic outcomes.

C. Behavioral Specialists

The AASSD has two behavioral specialists in culturally relevant behavioral interventions designed to prevent or reduce disciplinary incidents and reduce placement in exceptional education. Behavioral Specialists hold a bachelor's degree in education, counseling, African American studies, or a related field, and have experience with student discipline in primary and/or secondary education.

Each year, the department identifies target schools with the highest behavioral needs for African American students, as shown in enrollment numbers and discipline reports for the prior year. Each identified school is assigned to one of the behavioral specialists.

For each assigned school, the behavioral specialist identifies high-risk African American students at the school (typically students with 3 or more exclusionary discipline incidents), and then consults with the school's behavioral team in the development of an individual behavior plan (an integrated set of behavioral interventions designed to prevent or reduce the incidence of discipline) for each high-risk student that is culturally informed and appropriate. The behavior specialist also coordinates with the MTSS team to ensure that any ongoing academic interventions are consistent with the behavior plan.

The behavioral specialist monitors the implementation of the behavior plan for each student. In many instances, the behavioral specialist actually delivers Tier 2 behavioral

interventions identified by the plan, as an adjunct or additional resource beyond the school's behavioral team. The behavioral specialist may also coordinate access to other intervention resources beyond the normal reach of the school, including mentoring and community organizations with whom the department has developed a working relationship. If applicable, the behavioral specialist may also work directly with a court probation officer in identifying school behavior interventions that may serve as conditions of probation, such as mentoring, social-emotional learning, or "check-in, check-out" procedures.

Finally, a critical element of the behavioral specialists' work is communication with the high-risk student's family, in two-way fashion, both to keep the family informed of the plan, progress, and setbacks, but also to learn from the family (a) information that may bear on the behavior issues and the behavior plan, and (b) how the school and the District can support the family in dealing with the behavior issues. The behavioral specialists' familiarity and experience with African American cultural elements is a key aspect of building the trust needed for a cooperative relationship between the school and the family in dealing with behavioral issues.

In addition to work at the identified high-need schools, any school can request assistance with individual students that are not responding to Tier 1 and Tier 2 behavioral interventions by the school behavioral team, and for whom the school believes that the resources and experience of the AASSD behavioral team may be effective. Once the department receives such a request, it is assigned to one of the two behavioral specialists, and handled in the same manner as high-risk students described above.

The goal of this intensive work with high-risk students is to prevent or reduce exclusionary discipline, reduce placement in exceptional education, and to create the conditions for academic success. Primary responsibility for the discipline function remains with the school's behavioral team; the AASSD's behavioral specialists deliver supplemental behavioral services in identified high-risk situations in which the cultural familiarity and experience of the team is likely to be effective in improving behavioral outcomes.

D. Response to Intervention Specialists

The AASSD Department has four Response to Intervention (RtI) specialists in culturally relevant academic interventions for struggling African American students. The department's RtI Specialists are certified teachers with experience working with struggling students, and with African American students generally. Specialists focus on interventions in English language arts.

Each year, the department identifies the ES schools with the greatest academic needs for African American students, as shown in AzMerit scores, and particularly, the percentage of African American students who do not score "proficient" in ELA the prior year. In selecting schools to target, the department also considers other factors, such as the size of the African American and African American/ ELL refugee population, the strength and experience of the academic team at the school, and the like.

Each RtI specialist works with one identified school. In coordination with the school's MTSS team (including the student's teacher, the MTSS facilitator or lead, the Curriculum Service

Provider, and if present and applicable, the Reading Specialist teacher), the RtI Specialist develops an academic intervention plan for each African American student in the target grades (3-5 at the elementary level for ELA at each assigned school who did not score “proficient”. The RtI Specialist works with the A&E department and the school’s team to develop a pre-assessment to determine understanding of the grade level standards, develops an intervention plan based on the standards of each student’s needs in order to be proficient at grade level - and designs a series of culturally appropriate interventions to address those particular needs.

The RtI specialist works with the MTSS team to set up a schedule for the interventions to minimize impact on regular instruction, using elective blocks, class time and where workable, other time including after school. The RtI specialists monitor the implementation of the intervention plan, and frequently provide the interventions themselves, as time and circumstance permit.

As with the behavioral specialists, a critical element of the RtI specialists’ work is communication with the student’s family, in two-way fashion, to keep the family informed of progress and setbacks, but also to learn from the family (a) information that may bear on academic progress, and (b) how the school and the District can help the family support the student’s progress. The RtI specialists’ familiarity and experience with African American cultural elements is a key aspect of building the trust needed for a cooperative relationship between the school and the family in dealing with academic issues.

The goal of this intensive work with struggling students is improve academic outcomes. Primary responsibility for a student’s academic success remains with the school’s academic team; the AASSD’s RtI specialists deliver supplemental academic services beyond what a school can offer to targeted students where the cultural familiarity and experience of the team is likely to be effective in improving academic outcomes.

E. Program Specialists

The AASS Department has four program specialists, who provide (a) direct support to students at certain assigned schools, and (b) parent engagement, and/or advocacy, in a specific area. Program specialists must hold a bachelor’s degree in education, social services, counseling, African American studies, or a related field, and have two or more years’ experience in providing direct services and program oversight for a program or project involving school-age children. Program Specialists collaborate with the Family and Community Engagement Department for parent engagement with African American students and families, and including at-risk African American ELL students.

Each program specialist is assigned to one high school. The program specialist for that school works with student in the 9th through 12th grades at each school, providing additional academic coaching and services to African American students in the target grades at the assigned school.

In particular, the program specialist works with counseling staff to make sure that every student in the 12th grade has or develops a post-graduation plan – for college, career and technical

training, military service, or employment. The program specialist meets with each student to discuss post-graduation plans, and may connect the student to culturally relevant resources in the process of developing the post-graduation plan (mentors, community organizations, church groups, college representatives, college fairs, historical black colleges, and universities (HBCUs)). The program specialist meets with each student periodically during the year to ensure continued attention to planning for life after high school.

For each incoming 9th grade African American student who has performed below grade level on AZMerit and/or did not pass all core subjects in 8th grade, the program specialist reviews testing results for the student, works with the school's MTSS and guidance resources to develop a high school graduation plan, meets with the student to review the high school graduation plan and requirements, curriculum alternatives, and to advise the student about available culturally relevant resources to help with academic success, including tutoring, mentoring, support groups, and the like.

The program specialist continues to check in with the 9th and 12th grade students during the year and provides culturally relevant student guidance and family outreach as needed. The program specialists support the 10th and 11th grade students through college and career exposure opportunities during the school year and will provide check-in and progress support as needed.

Primary responsibility for guidance of students remains with the guidance and academic staff of each school, but the program specialists provide supplemental academic services at key times when culturally aware and relevant contact can have an outsize impact on successful high school completion.

1. College and Career Readiness. In addition to the direct support at high schools, one of the program specialists focuses on college and career readiness. This program specialist (a) works with the district counseling department to develop and distribute culturally relevant promotional materials on college and career readiness, (b) conducts parent workshops for African American families on college and career readiness, (c) coordinates partnerships with college/university programs and local organizations to connect K-12 students and their families to college and career readiness information, resources, and people, (d) oversees the relationship with the UA Academic Outreach, Undergraduate Office, and African American Student Affairs units to support college and career experiences for students through such events as the annual African American College Day, UA Summer Lit (a three-day overnight leaders-in-training experience for African American students entering their senior year of high school); (e) conduct state university campus tours; (f) provides planning, parent outreach and support for Parent University, a District event co-sponsored by AASSD; (g) College Night, sponsored by the district guidance and counseling office, (h) administers scholarship programs, and (i) develops and coordinates community mentor support for college attendance. These activities are additional academic and outreach services, with some supportive elements for programs and events sponsored by other departments.

2. Family Engagement and Community Outreach. Another of the AASSD program specialists focuses on family engagement and community outreach. This specialist coordinates direct outreach (via telephone, home visits, e-mail, ParentLink, and other channels) to

families of African American students, in response to particular requests from other departments, such as the Language Acquisition Department regarding ELL matters (both struggling students and ELL targeted events) and the FACE Department regarding particular events and workshops at schools and the family centers. This program specialist also develops and presents workshops targeted to families of African American families on participation in parent conferences, site councils, and parent organizations, and other engagement opportunities. These workshops are conducted at schools on request and at the Family Centers. The program specialist works with the FACE department to coordinate facilities, transportation, and childcare for these workshops. The program specialist develops and maintains relationships with community organizations, linking them and bringing them into events at the District, both to engage them in the District's activities, but to link African American students and families to the community organizations. The program specialist is responsible for coordinating the annual African American Parent Conference that focus on issues relevant to African American parents and culturally relevant community resources. These activities are principally additional outreach services, with some supportive elements for programs and events sponsored by other departments.

3. ALE and AVID. A third AASSD program specialist focuses on Advanced Learning Experiences and the AVID program. This specialist (a) coordinates family outreach regarding ALE courses, include using the AP Potential lists supplied by the ALE Department (based on PSAT testing results); (b) conducts workshops for African American families on the benefits of various ALE opportunities; (c) attends district events promoting ALE programs to speak to African American parents and families on ALE benefits; (d) works with ALE and Curriculum Instruction to assist in the development of CR ALE courses such as the AP Seminar course recently developed at University High School, (e) serves as a liaison to the AVID program coordinator to advocate and represent the African American student interests in AVID development and deployment, (f) and promotes enrollment into University High School and the Cholla High School International Baccalaureate Program. These events are largely additional services of an outreach nature, with some supportive elements for other departments, and some academic components.

4. Discipline. The fourth AASSD program specialist focuses on discipline issues. This program specialist attends discipline hearings of African American and African American ELL students where long term suspension is at issue for an African American student, to provide family support and explanation of the process, to ensure that proper processes are followed, to advocate for the interests of African American students in the process, and specifically to advocate for a fair result, and if discipline is imposed, that appropriate restorative resources are engaged for the support of the student during and after any suspension. This is supplemental behavioral work. The program specialist also works directly with the Student Relations department to review and monitor discipline data to identify trends and developments in which the culturally relevant resources of the AASSD may be of assistance, either on a consulting or advocacy basis. This is supportive behavioral work. The program specialist also works collaboratively with community resources to (a) implement preventive mentoring programs, (b) and provide parent workshops addressing the code-of-conduct, bullying prevention, and other related parent education workshops. This is additional behavioral work.

F. Student Success Coaches.

The AASSD has five student success coaches, who provide additional academic and behavioral support to students at certain assigned schools. Each success coach must hold a bachelor's degree in education, social services, counseling, African American studies, or a related field, and have two or more years' experience in providing direct services and program oversight for a program or project involving school-age children.

Student Success Coaches provide MS and HS support. At high schools not assigned to a program specialist, the success coaches provide the same services as the program specialists described above: special additional guidance on (a) post-graduation planning for 12th grade students, (b) high school readiness and graduation plan for incoming 9th grade students who are struggling, (c) academic coaching and progress check-in for 10th and 11th grade students, and individual family outreach as needed.

At middle schools, the AASSD selects the particular schools for assignment each year based on assessment of where the services would be most effective, based on school enrollment, academic performance and discipline data. The success coach serves as an interconnected resource in MTSS academic and PBIS behavioral interventions for African American students. The student success coaches serve as an advocate in the development of those interventions in response to identified issues and are involved in the actual provision of certain academic (but not instructional) and behavioral interventions, particularly where those interventions involve interactions with families, or individual coaching or mentoring students. These services are both academic and behavioral, and are supplemental services to those provided by the school academic and behavioral support teams.

E. Certified Math Tutors

The AASSD provides TUSD certified math teachers as tutors after-school or on Saturdays, for extra help for African American students in need. The AASSD compensates the tutors for their time as added duty. The Saturday program provides an opportunity for tutoring for students for whom regular after-school tutoring does not work for one or another reason. The math tutors have access to the student's math assessments and coordinate tutoring with the student's regular teacher. The tutoring is standards driven to help students prepare for the AzMerit. This is a supplemental, academic task.

F. Activity Assistants.

The AASSD also employs college students on a part time basis as activity assistants, to serve as student mentors, and to provide assistance to program specialists at events and activities. For example, working with the program specialist for college and career readiness, an activity assistant may help with planning academic outreach events with the University of Arizona, or planning an HBCU college fair, and serving as a mentor to middle and high school students on college attendance, and helping students make the connection between middle and high school and college entrance. Activity assistants may support the culturally relevant courses in African

American literature and history. These tasks are additional tasks, with both academic and outreach elements.

III. Recruitment, Training, and Retention.

The District utilizes one or more of the following successful methods to recruit, train, and retain individuals in these positions as appropriate for each position:

A. Recruitment:

- Direct recruitment of candidates already working within the District with experience and knowledge necessary for each position.
- Host a recruitment table at community events and District job fairs.
- Collaborate with University of Arizona departments to recruit qualified candidates with skills and knowledge of the needs of African American students and families.
- Advertise via community partner outlets, social media, job networks and events.
- National advertising via social networks, bulletins, and social media.
- Presentations and information at relevant University of Arizona student centers.
- Invitations to qualified candidates who previously applied for or held related positions within the District.

B. Training:

- District department trainings led by directors and program coordinators from the Advanced Learning Experiences, Career and Technical Education, Family and Community Engagement, Language Acquisition, Gifted and Talented Education, MTSS, Instructional Technology, Curriculum and Instruction, and Culturally Relevant Pedagogy and Instruction Departments.
- Mentoring from District sources in the pertinent focus area.
- Coaching by AASSD Director and Program Coordinator.
- Job shadowing of In-District staff and community partners essential to focus area assignment.
- Professional Development in job-related areas, including: culturally responsive practices, trauma-informed education settings, college preparation, AVID strategies, grief counseling, Adverse Childhood Experiences, funds of knowledge, direct academic interventions.

C. Retention:

- Community building events and retreats for alignment to mission and goals.
- Ongoing training to further develop competency.
- Regular follow-up and reflection of practices with AASSD Director.
- Weekly collaboration with peers.
- Effective communication of expectations.

V. General Statement of Operations

AASSD provides a core function of the District: targeted, culturally responsive student support designed to improve academic achievement and behavioral outcomes for African American students. It is the analog of other similar departments at TUSD which improve outcomes for other student groups.

AASSD utilizes the TUSD student data and tracking systems, including Synergy, Benchmark, SchoolCity, and other systems, to analyze needs, to identify and allocate student support resources, and to measure impact on outcomes for African American students. Using the data systems, AASSD identifies which students are struggling academically, behaviorally, or attendance-wise, and provides a cadre of potential solutions to match each student's specific struggles. AASSD then helps track progress and provides options for modifying specific support services to students and their families.

AASSD provides direct and ancillary support based on the MTSS model, with MTSS having a gatekeeping role for the delivery of direct student services for at risk Mexican American students, including ELL students. AASSD supports schools and students throughout this process, including, for example, by utilizing RTI Specialists to work collaboratively with the MTSS team to provide targeted academic intervention, family/parent communication and other needs to support AASSD and District focus to reduce achievement and discipline disparities, by utilizing behavior specialists to work with schools across the District to implement behavior intervention plans and serve as consultants regarding African American student behavior and discipline, and by utilizing Program Specialists to support schools through proactive strategies that focus on asset-based approaches, culturally responsive practices, and connecting with students and families through positive, empowering learning experiences.

The work of AASSD has contributed to TUSD's African American students graduating at significantly higher rates than African American students throughout the state of Arizona and the United States as a whole, and dropout rates that are significantly lower than African American students in Arizona and the United States as a whole. Although AASSD's true importance to the District, its African American students and Tucson's African American community cannot be measured in definite terms, having a department that focuses on the success of African American students indicates to the students, their families, and the community that they are a valued and central part of the TUSD family.

VI. Data Driven Progress Monitoring

The EDI department now has its own dedicated research project manager, specifically tasked to work closely with AASSD and other student services departments to identify appropriate progress monitoring measurements, and to collect and analyze that data. With assistance from this RPM, and generally from the Assessment and Evaluation Department, AASSD analyzes qualitative and quantitative data on a regular basis, including academic, attendance, discipline, graduation, and related data. AASSD collaborates with the Technology Services Department, and the MTSS Director to review and analyze the data, to allocate support resources, target interventions, measure effectiveness and impact, and to design and provide training.

On an annual basis in the late winter or early spring of each year, AASSD staff meet as a group, and with the Assistant Superintendent for Equity, Diversity, and Inclusiveness, to assess the support services, outcomes, areas for improvement, and to consider operational changes for the following year. This annual assessment coordinates with the broader TUSD budgeting process, so that changes and reallocation of assets and positions can be worked into both the Operating Plan for the following year, and annual budget request. Based on that assessment, the Director prepares the specific operational goals for the coming year and makes needed changes in the operating plan and staffing.

VII. Work With Other Departments Providing Services to African American Students.

The position-by-position narrative above, particularly those of the program director, the program specialists, and behavioral specialists, sets out the other departments with which the AASSD interacts, and the other departments that provide services to African American students. A number of these departments have their own plans. A listing of other departments which participate in providing services to African American students and plans under which services are provided to African American students, is set out below.

A. Departments

1. School Site MTSS Teams. The AASSD works closely with the school site MTSS teams, with the MTSS teams serving as gatekeepers, to identify at risk students for special support and intervention by staff of the AASSD.

2. Student Relations and School Site Discipline Teams. The AASSD, and particularly its discipline program specialist, work directly with the Student Relations department to review and monitor discipline data to identify trends and developments in which the culturally relevant resources of the AASSD may be of assistance, either on a consulting or advocacy basis. AASSD staff attend all discipline hearings of African American and African American ELL students, where long term suspension is at issue for an African American student, to provide family support and explanation of the process, to ensure that proper processes are followed, to advocate for the interests of African American students in the process, and specifically to advocate for a fair result, and if discipline is imposed, that appropriate restorative resources are engaged for the support of the student during and after any suspension.

3. ALE Department and AVID Programs. The AASSD's program specialist works with the ALE department and the AVID program to increase parent awareness, and ALE enrollment and completion.

4. Family and Community Engagement Department. The AASSD uses the services and facilities of the FACE Department for parent workshops addressing the code-of-conduct, bullying prevention, college and career readiness, and other related parent education workshops. The AASSD coordinates direct outreach (via telephone, home visits, e-mail, ParentLink, and other channels) to families of African American students, in response to particular

requests from the FACE Department regarding other events and workshops at schools and the family centers. other departments.

5. Language Acquisition Department. As described in the EL Addendum to this plan, the AASSD works with the Language Acquisition Department to support African American EL students. The AASSD coordinates direct outreach (via telephone, home visits, e-mail, ParentLink, and other channels) to families of African American students, in response to particular requests from the Language Acquisition Department regarding ELL matters (both struggling students and ELL targeted events).

6. Counseling Department. The AASSD, through its college and career readiness program specialist, works with the district counseling department (a) to develop and distribute culturally relevant promotional materials on college and career readiness, (b) to coordinate partnerships with college/university programs and local organizations to connect K-12 students and their families to college and career readiness information, resources, and people, and (c) to provide planning, outreach and support for events such as the annual African American College Day and UA Summer Leaders in Training, a three-day overnight leaders-in-training experience for African American students entering their senior year of high school, Parent University, and College Night.

7. Communications Department. The AASSD works back and forth with the Communications Department, with AASSD relying on Communications for substantive content and mass distribution of materials, and Communications relying on AASSD for design and tailoring of communications to reach the African American community, and for targeted outreach and delivery of communications to that community.

B. Plans.

1. Comprehensive Magnet Plan/O&R Addendum. Support services to African American students and families for the magnet program are set out in the Outreach and Recruitment Addendum, appearing in the record at ECF 2270-5.

2. ALE Access and Recruitment Plan/ALE Policy Manual. Specific activities for ALE access and recruitment, including GATE, AAC, AP and UHS, for African American students and families are set out in the Outreach and Recruitment Addendum, appearing in the record at ECF 2270-5. The ALE Policy Manual, appearing in the record as ECF 2267-1, also describes student support for African American students and guides the AASSD in its activities.

3. Dropout Prevention and Graduation Plan. African American student support activities for dropout prevention and graduation support are described in the Dropout Prevention and Graduation Plan, appearing in the record at ECF 1849-6, pp. 103-129.

4. EL Dropout Prevention and Graduation Plan. African American student support activities for EL dropout prevention and graduation support are described in the ELL Dropout Prevention and Graduation Plan, appearing in the record at ECF 2261-1, in addition to the ELL Addendum to this Operating Plan.

5. FACE Plan. Support for and engagement with families of African American students, including EL students, are set out in the FACE plan, appearing in the record at ECF 2391-1.

EXHIBIT 2

African American Student Services Department

Operating Plan SY2021-22

English Learners (EL) Addendum

This document is an addendum to the Operating Plan for the African American Student Services Department (AASSD), describing the role and operations of the AASSD in overall TUSD support for English Learners (EL), focused on TUSD's African American students.

Primary responsibility for support and instruction for EL students of all racial and ethnic groups lies with the TUSD Language Acquisition Departments. The AASSD provides supportive and additional services for African American students, addressing program distinctions necessary to foster culturally relevant and responsive family outreach and engagement and student support services being provided to "at-risk" EL students requiring additional resources for positive educational outcomes.

This document addendum describes how the AASSD staff support EL students and their families directly and through District partnerships. AASSD operations are guided by and align with the District's EL Action Plan for Graduation and Dropout Prevention, the Family and Community Engagement (FACE) Plan, and the District's English Learner Support Strategies, attached to this addendum and incorporated herein by reference.

Introduction

The purpose and mission of AASSD is to provide targeted support to TUSD's African American students, schools, departments, and staff to help the District's African American students improve their academic performance and success in a manner that is culturally appropriate for and responsive to those students, maximizing the impact of positive interventions on African American students. AASSD works collaboratively with schools within the parameters of the Multi-Tiered System of Supports (MTSS) model to provide services to African American students, including ELL students. The AASSD works collaboratively with other district departments (i.e., Language Acquisition, Family and Community Engagement, Refugee Student Services) and community partners to increase and strengthen academic support through researched best practices, increased and strengthened parent and community involvement, increased access to, participation in, and completion of Advanced Learning Experiences ("ALEs"), reduced overall discipline and related disparities, and increased academic success and graduation rates.

The AASS Department provides the following student support services, organized by position, to students identified as “at-risk” students in need of additional¹ interventions for academic success and resources for their families.

Director

The AASSD Director works closely with the Director of Refugee Students Services to support African American ELL students using the MTSS process. Both directors meet weekly in a PLC format to discuss cross-departmental projects, student needs, and family engagement. Both the AASSD Director and RSSD Director serve as a conduit to connect African American ELL students to community resources, respond to parent/student complaints regarding equity issues, and partner for parent engagement opportunities. For example, the AASSD collaborates with the FACE and RSSD to ensure bus transportation for African American EL families to and from parent trainings and workshops (pre-COVID-19). Both directors collaborate to support students/families with long-term hearings. The AASSD Director appoints an AASSD staff to meet with a RSSD staff and serve on long-term discipline hearings. Embedded in the Director’s scope is an annual review with the Assistant Superintendent of Equity, Diversity, and Inclusiveness (EDI) to assess services and outcomes for EL students.

Program Coordinator

The AASSD program coordinator assists the director in the implementation of programmatic strategies to improve African American student achievement and educational outcomes. The work of the program coordinator includes working closely with the program coordinator for Refugee Student Services in a PLC format. The PLC work includes reviewing and analyzing student data, develop professional development, developing programs that support the needs of African American students including EL students, and collaborates on parent/family engagement. Some examples include restorative practices training for both the AASSD and RSSD and trust training that was developed in the 20-21 school year. Both the AASSD and RSSD Program Coordinators work to monitor, support and improve academic and behavior outcomes for African American and African American ELL students. Both coordinators provide a level of advocacy and support beyond what schools can offer to students where the cultural familiarity and experience is needed.

¹ This is because most black EL students in TUSD are refugees also served by RSSD.

Behavior Specialists

The AASSD has two behavior specialists in culturally relevant behavioral interventions designed to prevent or reduce disciplinary incidents and reduce placement in exceptional education. Both behavioral specialists collaborate with the RSSD team to provide behavioral intervention support and to serve on long-term suspension hearings of African American ELL students. The behavioral specialists also coordinate with the RSSD and the MTSS teams to ensure that any ongoing academic interventions are consistent with a required behavioral plan.

Finally, a critical element of the behavior specialists' work is communication with the high-risk student's family, in two-way fashion, both to keep the family informed of the plan, progress, and setbacks, but also to learn from the family (a) information that may bear on the behavior issues and the behavior plan, and (b) how the school and the District can support the family in dealing with the behavior issues. Because the RSSD does not have a behavioral specialist position, the RSSD will reach out to the AASSD for assistance and support.

Both the AASSD and RSSD work together to address the needs of students not responding to Tier 1 and Tier 2 behavioral interventions by the school behavioral team, and for whom the school believes that the resources and experience of the AASSD and RSSD staff may be more effective. Once the AASSD department receives referral request, it is assigned to one of the two behavioral specialists, and handled in the same manner as high-risk students described above. If the student is an African American ELL student, the AASSD team will collaborate with the RSSD for language interpretation and cultural insight.

Response to Intervention Specialists

The AASSD Department has four Response to Intervention (RtI) specialist positions in culturally relevant academic interventions for struggling African American students. The department's RtI Specialists are certified teachers with experience working with struggling students, and with African American students generally. The RtI Specialists works closely with the MTSS team to support low performing African American students, including ELL students, in targeted ES and K8 schools. In selecting schools to target, the department also considers other factors, such as the size of the African American and African refugee population, the strength and experience of the academic team at the school, and the like.

The RtI specialist works with the MTSS team to set up a schedule for the interventions to minimize impact on regular instruction, using elective blocks, class time and where workable, other time including after school. The RtI specialists monitor the

implementation of the intervention plan, and frequently provide the interventions themselves, as time and circumstance permit.

As with the behavioral specialists, a critical element of the RtI specialists' work is communication with the student's family, in two-way fashion, to keep the family informed of progress and setbacks, but also to learn from the family (a) information that may bear on academic progress, and (b) how the school and the District can help the family support the student's progress. The RtI specialists' familiarity and experience with African American cultural elements is a key aspect of building the trust needed for a cooperative relationship between the school and the family in dealing with academic issues. For students identified as ELL, the AASSD collaborates closely with the Language Acquisition Department and the Refugee Student Services Department to improve academic outcomes.

Program Specialists

The AASS Department has four program specialists, who provide (a) direct support to students at certain assigned schools, and (b) parent engagement, and/or advocacy, in a specific area. Each program specialist is assigned to one high school. The program specialist for that school, works with students in the 9th through 12th grades at each school, providing additional academic coaching and services to African American students, and African American ELL students in the target grades at the assigned school. At targeted schools, the program specialists work closely with the RSSD and counseling staff to develop a post-high school graduation plan. The Program Specialists may also implement college and career readiness workshops to promote college and career for African American and African American ELL students in collaboration with the RSSD.

In addition to the direct support at high schools, program specialists provide support in the areas of a) college and career readiness, b) advanced learning experiences, c) culture and climate, and d) family engagement. This program specialist (a) works with the district counseling department and Refugee Student Services Department to develop and distribute culturally relevant promotional materials on college and career readiness, (b) conducts parent workshops in partnership with the RSSD and FACE departments, and coordinates partnerships with college/university programs and local organizations to connect K-12 students and their families to college and career readiness information, resources, and people. For example, in school year 2019-20, the AASSD and RSSD partnered to take 140 ELL/Refugee students to the University of Arizona to learn about college, financial aid and scholarships. Another example is Parent University where the AASSD will collaborate with the FACE

department and RSSD to provide transportation to ELL students and families to visit a college campus.

Primary responsibility for each of the four areas remains with the director or department head, but the program specialists provide additional services at key times when culturally aware and relevant contact with parents and students can have an outsize impact on successful high school completion.

Student Success Coaches

The AASSD has five success coaches, who provide additional academic and behavioral support to students at certain assigned schools. Each success coach must hold a bachelor's degree in education, social services, counseling, African American studies, or a related field, and have two or more years' experience in providing direct services and program oversight for a program or project involving school-age children. Student Success Coaches collaborate with representatives from the Refugee Student Services Department to monitor academic and behavior needs of African American students and at-risk African American ELL students at the middle and high school levels.

Student Success Coaches provide MS and HS support. At high schools not assigned to a program specialist, the success coaches provide the same services as the program specialists described above: special additional guidance on (a) post-graduation planning for 12th grade students, (b) high school readiness and graduation plan for incoming 9th grade students who are struggling, (c) academic coaching and progress check-in for 10th and 11th grade students, and individual family outreach as needed.

The AASSD selects the particular schools for assignment each year based on assessment of where the services would be most effective, based on school enrollment, academic performance and discipline data. The student success coach serves as an interconnected resource in MTSS academic and PBIS behavioral interventions for African American students, and at-risk African American ELL students in partnership with the Refugee Student Services Department.

EXHIBIT 3



African American Student Services Department (AASSD) Strategic Plan 2021-2025



SUBMITTED BY:
JIMMY HART, DIRECTOR, 6/18/21
INPUT AND FEEDBACK PROVIDED BY AASSD STAFF
GOALS REVIEWED BY ADVISORY COMMITTEE ON 6.17.21

Table of Contents

EDI Mission, Vision & Core Values..... 3

Purpose of the Strategic Plan.....4

Strategic Foci Shared Definitions5

Measurement of Effectiveness6

Overview of Department 3-Year Goals & Year One Objectives.....7

Goal 1: Increase the number of African American students that are proficient in reading through expansion of RTI services.....9

Goal 2: Increase the number of African American Students that are proficient in math through expansion of RTI services.....11

Goal 3: Reduce discipline disparities of African American students.....13

Goal 4: Increase graduation rates and post-high school enrollment opportunities.166

Goal 5: Strengthen and enhance two-way communication with families to ensure diverse representation.....18

Goal 6: Expand community Partnerships.....>.....19

Goal 7: Enhance professional growth to increase staff academic, cultural, and educational technology to support students academically and socially.....20

Goal 8: Increase African American student participation in Advanced Learning Experiences opportunities.....22

Goal 9: Increase African American student enrollment into University High School.....24

ELL Action Plan Addendum.....26



Department of Equity, Diversity, and Inclusiveness (EDI)

MISSION

To serve our students and families to the highest potential, ensuring the learning, development, and academic success for every student. We will achieve our mission by pursuing diversity through desegregation, integration, and equity of opportunity districtwide, and by eliminating the manifestations of racism, discrimination, and prejudice.

VISION

Anchoring our work in our core values, we will model, advocate, support and develop integrative systems of programs and practices to ensure equitable learning opportunities and school communities of care and support in which every TUSD student experiences a world class education and succeeds.

CORE VALUES

Diversity. *We believe in the inherent value and contributions of difference to the learning, development, and academic success of each and every student.*

Equity. *We believe that each student should be provided equitable opportunities for learning, development, and academic success.*

Excellence. *We believe that each student's success depends on the quality and effectiveness of equitable learning opportunities and on the commitment to serve students effectively each day.*

Integrity. *We believe that to serve each student successfully, we are called to act according to the highest moral and ethical standards.*

Innovation. *We believe that continuous improvement is vital to striving for equity and excellence.*

Caring Community. *We believe that each student's success depends not only on high expectations and academic challenge but also on the social, emotional, and academic support of a caring school community.*



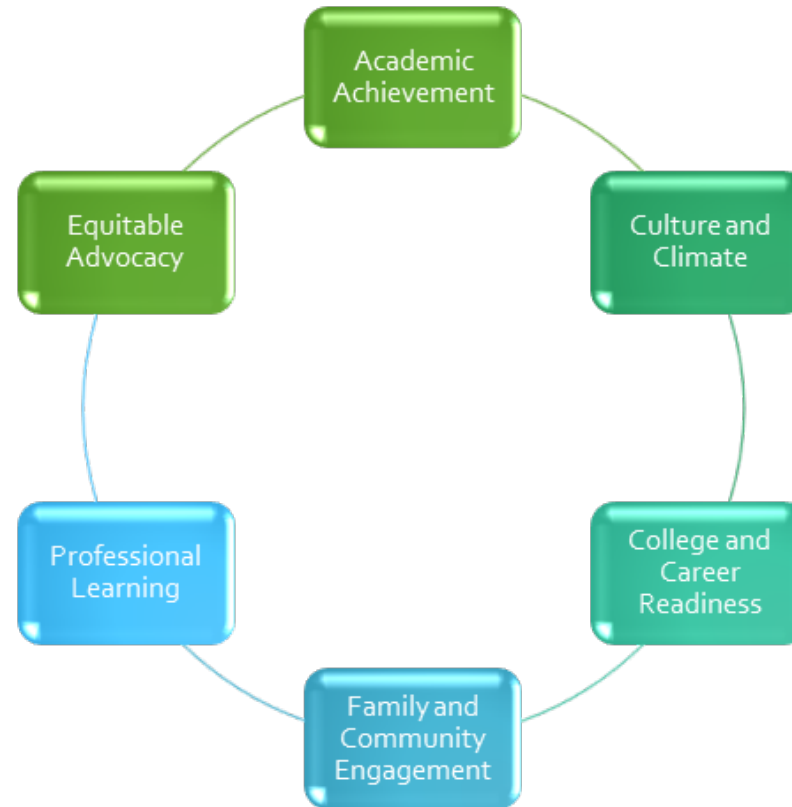
Purpose of the Strategic Plan

The AASSD is committed to focusing on the improvement of academic achievement and educational outcomes of African/African American students (inclusive of students identified as ELs) through a comprehensive asset-based model approach to student services integrated with culturally responsive practices for growth and advocacy.

AASSD Strategic Plan will guide the work of the department to be reviewed quarterly and revised annually towards 3-year goals. The intent of this living blueprint is to ensure maximum support of students, parents, administrators, and teachers in TUSD through research-based practices centered on improving educational outcomes.

The Strategic Plan is divided in to four key areas: strategic focus, goal, objectives, measurements, and timelines.

EDI Strategic Foci



Strategic Foci Shared Definitions

Academic Achievement -Students (including subgroups) whose academic experience mirrors meeting or exceeding their grade level standards.

Culture and Climate - Districtwide practices and policies centered in a caring community to provide unobstructed access, inclusion, opportunities, and resources for all students and families.

College and Career Readiness - Student preparation for post-secondary experience using the following indicators:

- Post-secondary acceptance
- 4-year graduation
- Accrual of 12 post-secondary credit hours prior to graduation
- ACT or SAT cut score
- AP, dual credit, and early college matriculation
- Enrollment into military career program
- Attainment of Industry Recognized Credential
- Work-based learning experience

Family and Community Engagement - Family Engagement Is: (THROUGH INTERCONNECTEDNESS)

Parents and school personnel working together at the classroom, local, and system level to support and improve the learning, development, and health of students.

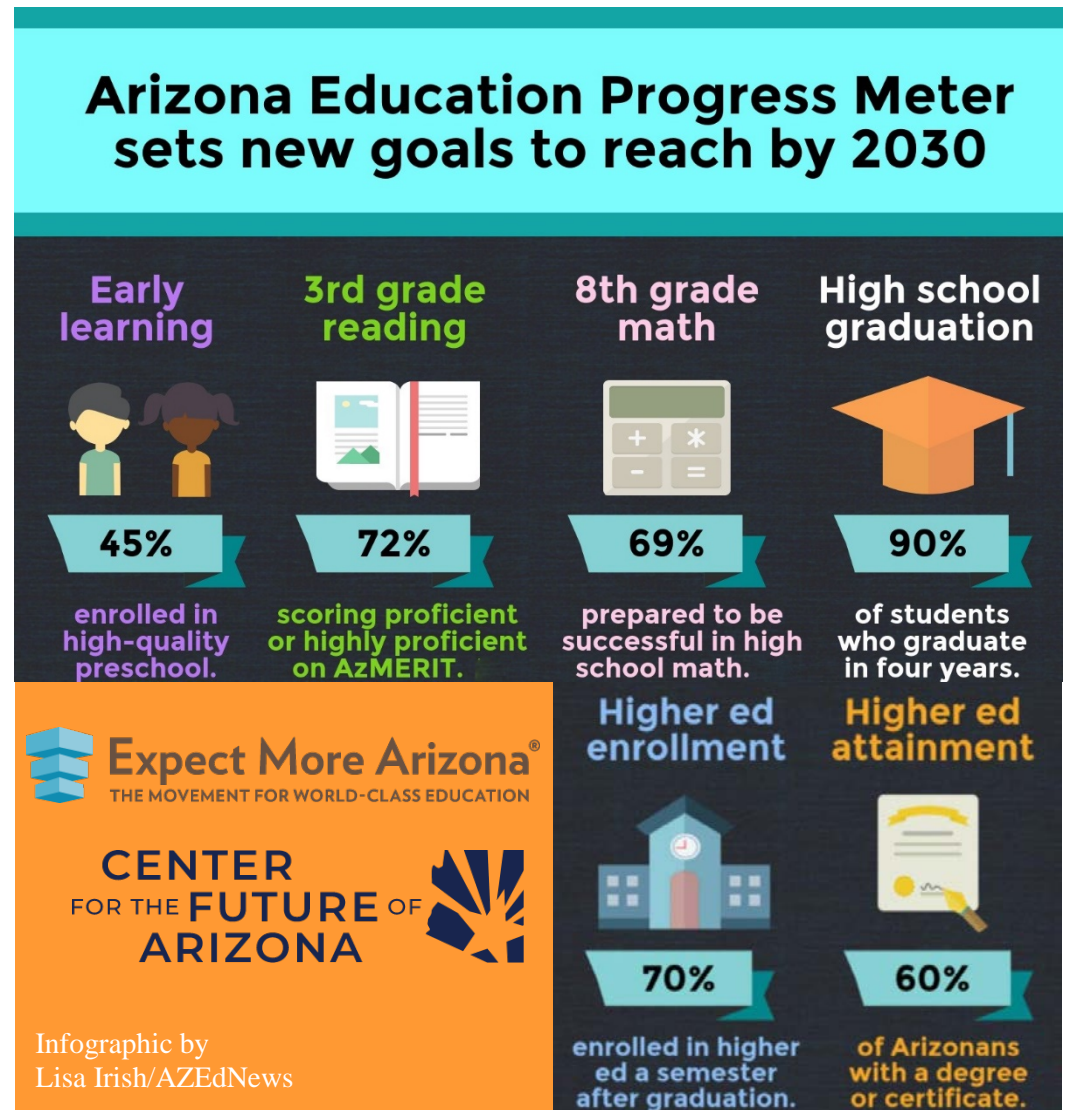
- A shared responsibility.
- Schools and other community agencies and organizations committed to reaching out to engage parents in meaningful ways.
- Parents committed to actively supporting their children's learning and development.

Professional Learning - Equity-oriented continuous improvement for developing new programs through learning practices that promote cultural relevance and responsiveness to meet the ever-changing needs and interests of the students, families, and communities served.

Equitable Advocacy - Engaging in the intentional examination of underlying causes of inequities while addressing through policy and system changes.

Measurement of Effectiveness

Metrics of effectiveness for this plan are aligned to the Arizona Education Progress Meter (AEPM) that was established by [Expect More Arizona](#) and the [Center for the Future of Arizona](#). The progress meter is recognized by the Arizona State Department of Education and Governor's Office of Education. The AEPM is a source for information and a tool for indicators to track progress on goals.



Overview of Department 3-Year Goals & Year One Objectives

Strategic Focus One: **ACADEMIC ACHIEVEMENT**

Goal 1: Increase the number of African American students that are proficient in reading through expansion of RTI services.

- Objective 1: Provide reading intervention support at three K-5 schools using 3rd grade ELA data.
- Objective 2: Provide RTI staff professional development and training in reading intervention.

Goal 2: Increase the number of African American students that are proficient in math through expansion of RTI services.

- Objective 1: Provide math intervention support at two middle schools using 5th grade math data.
- Objective 2: Provide AASSD staff professional development and training in math interventions.

Strategic Focus Two: **CULTURE & CLIMATE**

Goal 3: Reduce discipline disparities of African American students.

- Objective 1: Conduct an analysis to determine root causes and trends in discipline disparities to reduce discipline in three schools with the highest percent of discipline referrals.
- Objective 2: Develop an action plan that addresses reducing the disparities for African American students.
- Objective 3: Implement a site-based Pilot Program focused on climate and culture best practices to improve the learning environment for African American students at the K8 level.

Strategic Focus Three: **COLLEGE AND CAREER READINESS**

Goal 4: Increase graduation rates and post-high school enrollment opportunities.

- Objective 1: Increase the number of 9th grade students on-track for graduation and post high school opportunities.
- Objective 2: Pilot college and career readiness experiences for students at two ES, 4 MS, and 6 HS's.

Strategic Focus Four: **FAMILY AND COMMUNITY ENGAGEMENT**

Goal 5: Strengthen and enhance two-way communication with parents and families to ensure diverse representation.

- Objective 1: Conduct a need assessment on two-way communication.

Goal 6: Expand community partnerships.

- Objective 1: Enhance community engagement and partnerships with African American businesses and Greek organizations.

Strategic Focus Five: **PROFESSIONAL LEARNING**

Goal 7: Enhance professional growth to increase staff academic, cultural, and educational technology to support students academically and socially.

- Objective 1: Assess staff skill set and technical knowledge to strengthen site-based services.
- Objective 2: Develop a professional learning plan with C&I support.

Strategic Focus Six: EQUITABLE ADVOCACY

Goal 8: Increase African American student participation in Advanced Learning Experiences opportunities.

- Objective 1: Increase equitable access to gifted education programs at two identified schools.
- Objective 2: Improve 9th grade students access to honors and AP courses at two identified high schools.

Goal 9: Increase African American student enrollment into University High School.

- Objective 1: Conduct a needs assessment to determine root causes and trends related to student enrollment.
- Objective 2: Collaborate with District departments and schools to increase awareness of academic and extracurricular offerings.



Strategic Focus One: ACADEMIC ACHIEVEMENT

Goal 1: Increase the number of African American students that are proficient in reading through expansion of RTI services.

Objective 1: Provide reading intervention support at three K-5 schools using 3rd grade ELA data.

In Collaboration With

Outcomes & Measures

Timeline

<p>A. Identify three schools with the highest number of L25 students to provide direct ELA support.</p>	<p>School Site-teams; A&E Department</p>	<p>Using 1st quarter benchmarks and AzM2 data ELA proficiency will be measured as the % of students who meet a target % based on the SY20-21 grade level band.</p>	<p>Initiation: 8/2021 Progress monitoring: n/a Completed: 9/2022</p>
<p>B. RTI staff will serve as part of the site-based PLC team for ELA support.</p>	<p>School Site-teams, C&I Department</p>	<p>PLC team agendas and schedules, interventions schedule</p>	<p>Initiation: 9/2021 Progress monitoring: Quarterly Completed: 6/2022</p>
<p>C. Utilize state assessment and quarterly benchmark data to evaluate effectiveness and adjust RTI support as needed.</p>	<p>School Site-teams, C&I Department, A&E Department</p>	<p>Academic growth data, site-based assessment data, benchmark assessments</p>	<p>Initiation: 9/2021 Progress monitoring: Quarterly Completed: 6/2022</p>

<p>D. Collect and review data from site-based summative assessments and RTI staff adjust interventions as needed.</p>	<p>School Site-teams, C&I Department, A&E Department</p>		<p>Initiation: 9/2021</p> <p>Progress monitoring: Quarterly</p> <p>Completed: 3/2022</p>	
<p>Objective 2: Provide RTIs professional development and training in reading interventions.</p>		<p>In Collaboration With</p>	<p>PD Schedule and staff participation lists</p>	<p>Timeline</p>
<p>A. Collaborate with C&I, and CRC Departments for job embedded teacher and staff training.</p>	<p>C&I, CRC Departments, Site-teams, Teachers</p>		<p>Initiation: 9/2021</p> <p>Progress monitoring: Quarterly</p> <p>Completed: 6/2022</p>	
<p>B. Train all AASSD staff in reading intervention strategies.</p>	<p>A&E, C&I, CRC Departments</p>		<p>Initiation: 10/2021</p> <p>Progress monitoring: Quarterly</p> <p>Completed: 4/2022</p>	

Strategic Focus One: ACADEMIC ACHIEVEMENT

Goal 2: Increase the number of African American Students that are proficient in math through expansion of RTI services.

Objective 1: Provide math intervention support at two middle schools using 5th grade math data.

	In Collaboration With	Outcomes & Measures	Timeline
A. Identify two middle schools with the highest number of L25 students to provide 6th grade math support.	School Site-teams; A&E Department	Using 1 st quarter benchmarks and AzM2 data Math proficiency will be measured as the % of students who meet a target % based on the SY20-21 grade level band	Initiation: 9/2021 Progress monitoring: Quarterly Completed: 5/2022
B. SSC staff will serve as part of the site-based PLC team for math support.	School Site-teams, C&I Department		Initiation: 9/2021 Progress monitoring: Quarterly Completed: 5/2022
C. Utilize state assessment and quarterly benchmark data to evaluate effectiveness and adjust as needed.	School Site-teams, C&I Department, A&E Department		Initiation: 9/2021 Progress monitoring: Quarterly Completed: 5/2022

<p>D. Collect and review data from site-based summative assessments and adjust interventions as needed.</p>	<p>School Site-teams, C&I Department, A&E Department</p>		<p>Initiation: 9/2021</p> <p>Progress monitoring: Quarterly</p> <p>Completed: 5/2022</p>
--	--	--	--

Objective 2: Provide AASSD staff professional development and training in math interventions.

In Collaboration With

Outcomes & Measures

Timeline

<p>A. Collaborate with C&I for job embedded teacher and staff training.</p>	<p>C&I, CRC Departments, Site-teams, Teachers</p>	<p>PD schedule and # of trainings, staff participation lists</p>	<p>Initiation: 9/2021</p> <p>Progress monitoring: Quarterly</p> <p>Completed: 5/2022</p>
<p>B. Train all AASSD staff in math intervention strategies.</p>	<p>A&E, C&I, CRC Departments</p>		<p>Initiation: 10/2021</p> <p>Progress monitoring: Quarterly</p> <p>Completed: 5/2022</p>



Strategic Focus Two: CULTURE & CLIMATE

Goal 3: Reduce discipline disparities of African American students.

Objective 1: Conduct an analysis to identify root causes and trends in discipline disparities to reduce discipline.

	In Collaboration With	Outcomes & Measures	Timeline
A. Identify the three schools with highest number of discipline incidents.	A&E, Student Relations Departments, Regional Assistant Superintendents	List of identified schools and school-site data to begin monitoring discipline referrals and number of violations	Initiation: 9/2021 Progress monitoring: Quarterly Completed: 6/2022
B. Collect data from students, parents, and site-based stakeholders through focus groups, interviews, and surveys.	A&E, Student Relations Departments, identified schools, Regional Assistant Superintendents		Initiation: 9/2021 Progress monitoring: Annually Completed: 6/2022
C. Meet quarterly with the School Relations Team to review and assess African American student discipline data.	Student Relations		Initiation: 10/2021 Progress monitoring: Quarterly Completed: 6/2022
D. Identify disparities between African American students and their White peers	Student Relations, A&E Department		Initiation: 9/2021 Progress monitoring: Quarterly



Completed: 6/2022

Objective 2: Develop an action plan that addresses reducing the disparities for African American students.

In Collaboration With

Outcomes & Measures

Timeline

A. Partner with Student Relations to outline strategies and collaborate with site-based discipline teams.

Student Relations, Site-based leadership teams, Regional Asst. Superintendents

Developed action plan and professional development support

Initiation: 10/2021
Progress monitoring: Quarterly
Completed: 6/2022

B. Partner with the ME & CRC Dept. for CRP training at identified sites.

ME & CRP Departments, site-leadership teams at identified schools

Developed action plan and professional development support

Initiation: 10/2021
Progress monitoring: Quarterly
Completed: 6/2022

C. Host restorative circles at three identified schools, based on disparity data, in partnership with site-based leadership teams.

Site-teams at schools identified based on discipline data, A&E, Student Relations

Developed action plan and professional development support

Initiation: 10/2021
Progress monitoring: Quarterly
Completed: 6/2022



Objective 3: Implement a site-based Pilot Program focused on climate and culture best practices to improve the learning environment for African American students at the K8 level.

In Collaboration With

Outcomes & Measures

Timeline

<p>A. Review African American enrollment data for ES and K8 schools to determine pilot school.</p>	<p>Desegregation research project manager, A&E data, identified school</p>	<p>Identification of school; Developed list of essential functions, plan of work, PD support, and improvement in SQS data</p>	<p>Initiation: 8/2021 Progress monitoring: Quarterly Completed:6/2022</p>
<p>B. Develop site-based pilot focused on climate and culture.</p>	<p>Identified school principal and site-team, desegregation research project manager, A&E dept.</p>		<p>Initiation: 9/2021 Progress monitoring: Quarterly Completed: 6/2022</p>
<p>C. Provide direct daily support to assist in the implementation of Positive Behavioral Interventions support (PBIS) with fidelity</p>	<p>Site-principal and site-team including MTSS</p>		<p>Initiation: 8/2021 Progress monitoring: Quarterly Completed: 6/2022</p>
<p>D. Identify and provide professional development focused on climate and culture.</p>	<p>Site-principal and site-team, C&I department</p>		<p>Initiation: 9/2021 Progress monitoring: Quarterly</p>

Completed: 6/2022

Strategic Focus Three: COLLEGE AND CAREER READINESS

Goal 4: Increase graduation rates and post-high school enrollment opportunities.

<i>Objective 1: Increase the number of 9th grade students on-track for graduation and post high school opportunities</i>	In Collaboration With	Outcomes & Measures	Timeline
A. Implement high school readiness plans, in collaboration with the counseling department, for 8th grade students at 3 identified schools.	Counseling Services, School-site MTSS teams, CCR staff	% of 9 th graders on track for graduation as measured by credits when compared to SY 19-20 and 20-21	Initiation: 9/2021 Progress monitoring: Quarterly Completed:
B. Implement graduation plans in collaboration with the counseling staff for all 9th grade students at 2 identified high schools.	Counseling Services, School-site MTSS teams, CCR staff		Initiation: 9/2021 Progress monitoring: Quarterly Completed: 3/2022
<i>Objective 2: Pilot college and career readiness experiences for students at two ES, 4 MS, and 6 HS.</i>	In Collaboration With	Outcomes & Measures	Timeline



<p>A. Provide 5th grade students with middle school shadowing experiences to one middle school.</p>	<p>Site leadership team, Counseling Services, Transportation</p>	<p>Student lists, agenda for visits, survey feedback</p>	<p>Initiation: 10/2021</p> <p>Progress monitoring: Quarterly</p> <p>Completed: 3/2022</p>
<p>B. Provide 8th grade students with shadowing experiences to one high school.</p>	<p>Site leadership team, Counseling Services, Transportation</p>		<p>Initiation: 10/2021</p> <p>Progress monitoring: Quarterly</p> <p>Completed: 3/2022</p>
<p>C. Provide high school students with shadowing experiences to at least one university.</p>	<p>Site leadership team, Counseling Services, Transportation</p>		<p>Initiation: 10/2021</p> <p>Progress monitoring: Quarterly</p> <p>Completed:6/2022</p>

Strategic Focus Four: FAMILY AND COMMUNITY ENGAGEMENT

Goal 5: Strengthen and enhance two-way communication with families to ensure diverse representation.

Objective 1: Conduct a need assessment on 2-way communication systems.

In Collaboration With

Outcomes & Measures

Timeline

<p>A. Collaborate with A&E to develop a parent survey and focus group questions to gather parent feedback.</p>	<p>A&E, AASSD-PAC, Site-leadership teams at schools AASSD provide direct support</p>	<p>Assessment data, parent feedback and increase in the % of African American parents serving on school site-councils and parent committees</p>	<p>Initiation: 9/2021 Progress monitoring: Quarterly Completed: 6/2022</p>
<p>B. Host parent workshops and survey parents to gather effectiveness and value of workshops provided.</p>	<p>FACE, A&E, Transportation (post COVID-19 protocols); Communications & Media Dept.</p>		<p>Initiation: 9/2021 Progress monitoring: Quarterly Completed: 6/2022</p>
<p>C. Survey participant engagement and implementation of the newly established parent advisory committee</p>	<p>District Departments, PAC parent volunteers</p>		<p>Initiation: 10/2021 Progress monitoring: Quarterly Completed: 6/2022</p>



Strategic Focus Four: FAMILY AND COMMUNITY ENGAGEMENT

Goal 6: Expand community partnerships to support academic and social emotional mentoring supports.

Objective 1: Enhance community engagement and partnerships with African American businesses and Greek organizations.

In Collaboration With

Outcomes & Measures

Timeline

	In Collaboration With	Outcomes & Measures	Timeline
<p>A. Connect with local leaders to develop and strengthen district partnerships through bi-yearly advisory meetings.</p>	<p>FACE, Communications & Media Department, Local presidents of organizations, AASSD-PAC</p>	<p>Increase in the % of mentoring and program partnerships</p>	<p>Initiation: 12/2021 Progress monitoring: Annually Completed: 6/2022</p>
<p>B. Partner with local businesses and Greek organizations for volunteer opportunities.</p>	<p>FACE, Communications & Media Dept, Site-teams in schools AASSD provide direct support</p>		<p>Initiation: 10/2021 Progress monitoring: Quarterly Completed: 6/2022</p>



Strategic Focus Five: PROFESSIONAL LEARNING

Goal 7: Enhance professional growth to increase staff academic, cultural, and technical skills to support students academically and socially.

Objective 1: Assess staff skillset and technical knowledge to strengthen site-based services.

In Collaboration With

Outcomes & Measures

Timeline

<p>A. Survey staff on the use and implementation of educational technology tools.</p>	<p>A&E, C&I, TS</p>	<p>Survey data, dept developed skill-based assessments, staff feedback</p>	<p>Initiation: 8/2021 Progress monitoring: Quarterly Completed: 6/2022</p>
<p>B. Survey staff on the use and implementation of restorative practices and culturally responsive practices.</p>	<p>CRC, ME, Student Relations</p>		<p>Initiation: 8/2021 Progress monitoring: Quarterly Completed: 6/2022</p>
<p>C. Through informal interviews, work with staff to identify areas of strength, expertise, and growth opportunities.</p>	<p>A&E</p>		<p>Initiation: 8/2021 Progress monitoring: Quarterly Completed:6/2022</p>

Objective 2: Develop a professional learning plan with C&I support.

In Collaboration With

Outcomes & Measures

Timeline

<p>A. Use survey data and informal interviews to develop department professional development options.</p>	<p>District Departments including CRC, ME, Student Relations, FACE</p>	<p>Professional Learning Calendar, staff survey data</p>	<p>Initiation: 8/2021 Progress monitoring: Quarterly Completed: 6/2022</p>
<p>B. Identify District Department trainings that will build staff capacity (i.e., Multicultural Education, Student Relations, Curriculum & Instruction offerings).</p>	<p>District Departments including CRC, ME, Student Relations, FACE</p>		<p>Initiation: 9/2021 Progress monitoring: Quarterly Completed: /2022</p>
<p>C. Provide staff the opportunity to self-identify professional development needs as part of an individual PD plan.</p>	<p>District Departments including CRC, ME, Student Relations, FACE</p>		<p>Initiation: 9/2021 Progress monitoring: Quarterly Completed: 6/2022</p>



Strategic Focus Six: **EQUITABLE ACCESS**

Goal 8: Increase African American student participation in Advanced Learning Experiences opportunities.

Objective 1: Increase equitable access for students in gifted education at two identified schools (with respect to participation and completion).

In Collaboration With Outcomes & Measures Timeline

<p>A. Collaborate with the ALE Office to review student data to provide information sessions to parents.</p>	<p>ALE, AASSD-PAC, Communications & Media Dept.</p>	<p>Increase in the % of elementary to MS African American students receiving a district</p>	<p>Initiation: 9/2021 Progress monitoring: Quarterly Completed: 5/2022</p>
<p>B. Work with District Departments to train teachers in supporting African American students in gifted classes.</p>	<p>District Departments including CRC, ME, ALE</p>	<p>List of trainings, planning meeting agendas, participant list</p>	<p>Initiation: 9/2021 Progress monitoring: Quarterly Completed: 6/2022</p>
<p>C. Reach out to all eligible students/families eligible to participate in partial and full-day GATE programs.</p>	<p>ALE, A&E Departments</p>	<p>Call log, email log</p>	<p>Initiation: 11/2021 Progress monitoring: Quarterly Completed: 6/2022</p>



Objective 2: Improve 9th grade student participation in honors and AP courses at two identified high schools.

Objective 2: Improve 9th grade student participation in honors and AP courses at two identified high schools.	In Collaboration With	Outcomes & Measures	Timeline
<p>A. Target two identified MS and HS feeder patterns to inform 7th and 8th grade students and their parents about honors and AP courses.</p>	<p>Site-leadership teams, AASSD-PAC, Communications & Media, ALE Dept.</p>	<p>Increase the % of African American HS students enrolled in advanced academic courses</p>	<p>Initiation: 10/2021 Progress monitoring: Quarterly Completed: 6/2022</p>
<p>B. Collaborate with the ALE Dept. and CRC Dept. to train site teams in using the AP potential report to recruit students.</p>	<p>Site-leadership teams, ALE CRC Dept.</p>	<p>PD topics, presentations, participation list</p>	<p>Initiation: 10/2021 Progress monitoring: Quarterly Completed: 6/2022</p>
<p>C. Partner with the ALE Office to increase enrollment in AVID programs to develop students honors and AP potential.</p>	<p>ALE, District leadership, site-teams, Counseling Services</p>	<p>AVID enrollment data over three years, list of recruitment strategies</p>	<p>Initiation: 9/2021 Progress monitoring: Quarterly Completed: 6/2022</p>



Strategic Focus Six: **EQUITABLE ACCESS**

Goal 9: Increase African American student enrollment into University High.

Objective 1: Conduct a needs assessment to determine root causes and trends related to student enrollment.

In Collaboration With

Outcomes & Measures Timeline

<p>A. Identify reasons why eligible students are not attending University High School. (survey student who have left)</p>	<p>A&E, ALE, Desegregation, Magnet Schools, Regional Assistant Superintendents (Juliet King’s role; site-specific)</p>	<p>Increased enrollment (Cogat 5th grade scores?) Who’s interested.</p>	<p>Initiation: 9/2021 Progress monitoring: Quarterly Completed: 11/2021</p>
<p>B. Collect data from students, parents, and site-based stakeholders through focus groups, interviews, and surveys.</p>	<p>A&E, identified schools, parents, Regional Assistant Superintendents</p>	<p>Survey, focus group, and interview data</p>	<p>Initiation: 10/2021 Progress monitoring: Quarterly Completed: 6/2022</p>
<p>C. Identify trends based on data.</p>	<p>A&E, Desegregation Data, AASSD</p>	<p>Student data, agenda items, meeting sign-ins, list of outcomes</p>	<p>Initiation: 11/2021 Progress monitoring: Quarterly Completed: 6/2022</p>
<p><i>Objective 2: Collaborate with the ALE Office and UHS to increase awareness of academic and extracurricular offerings at UHS.</i></p>	<p>In Collaboration With</p>	<p>Outcomes & Measures</p>	<p>Timeline</p>

<p>A. Program Specialist will develop an action plan with the ALE office to create awareness campaign.</p>	<p>(UHS) ALE, Communications and Media, Regional Assistant Superintendents, C&I</p>	<p>Meeting agendas, campaign materials and schedule, action plan</p>	<p>Initiation: 12/2021 Progress monitoring: Completed: 1/2022</p>
<p>B. Monitor implementation of the awareness campaign.</p>	<p>ALE, A&E, AASSD Program Specialists</p>	<p>Schedule, action plan, student/parent feedback</p>	<p>Initiation: 12/2021 Progress monitoring: Quarterly Completed:6/2022</p>



ELL Plan Addendum

To address “program distinctions necessary to support culturally relevant family outreach and engagement (ECF 2508),” the AASSD will work collaboratively with the Family and Community Engagement Department and Refugee Student Services.

To address “student support services being provided to at-risk ELL students (ECF 2508),” the AASSD will partner with the Language Acquisition Department, and Refugee Student Services Department.

1. Family and Community Engagement (see FACE and APASS RSS Strategic Plans)
 - a. Objective: The AASSD, in partnership with FACE and Refugee Student Services will strengthen and enhance two-way communication with families.
2. Support services in partnership with Refugee Student Services and Language Acquisition (see RSS Strategic Plan and Language Acquisition Plan)
 - a. Objective: The AASSD will partner with Refugee Student Services to provide at-risk EL intervention support using the District MTSS process.