

STRATEGIC PLAN YEAR-2 GOALS

DIVERSITY UPDATE (1)

9/29/2015

TUSD

Strategic Plan: Diversity Year-2 Goals

- Strategic Priority 1: Reflective Curriculum
- Strategic Priority 2: Recruitment and Retention
- Strategic Priority 3: World Language Options
- Strategic Priority 4: Advanced Learning Opportunities
- Strategic Priority 5: Community Engagement

Strategic Priority 1: Reflective Curriculum

TUSD will have classroom curricula, instruction, and professional development that integrate diversity and high expectations for all students.

Year-2 Goal: Establish and maintain ELA and Social Studies Courses for K-8.

Strategic Priority 1: Reflective Curriculum

☐ Multicultural Books 2.1

2.1 TUSD CURRICULUM MAP—ENGLISH LANGUAGE ARTS

Grade 5, Quarter1A		Unit Title: Look Inside
Unifying Concept: Everyone Has a Story to Tell		
ENDURING UNDERSTANDING: The more we learn about ourselves the better we can understand and appreciate differences in others.		
ESSENTIAL QUESTIONS: How does knowing more about ones self help me appreciate diversity in others? How does the author show how characters develop throughout a story? What tools does the author use to show the development of a character? How do knowledge/events change us?		
SELECTED READINGS OF COMPLEX TEXTS		STANDARDS
EXTENDED TEXT(S):		Constant: 5.RL.1:10 5.RI.1; 4; 7; 10 10a 5.RF.4 5.W.3a-e; 4; 4a; 5; 6; 7; 10 5.SL. 1c; 2; 4; 6 5.L.4c; 6
Harcourt Reading Selections	Additional Literature Options	
<i>The Hot and Cold Summer</i> _by Johanna Hurtz	<i>*El Deafa</i> by CeCe Bell	Target: <ul style="list-style-type: none"> • Reading – Literature Focus 5.RL.3; 4; 6; 9 5.RI.2; 6; 8 • Writing -Opinion Focus 5.W.1a-d; 9a • Speaking and Listening 5.SL1b, d • Language 5.L.1f; 2a, d; 3a, b; 4a,b; 5c Complementary: 5.RL.2; 5; 7 5.RI.5; 9 5.RF.3a 5.W.2c; 8 5.L.1a; 5a
<i>Sees Behind Trees</i> by Michael Dorris	<i>Maniac Magee</i> by Jerry Spinelli	
<i>Yang the Third and Her Impossible Family</i> by Lensey Namioka	<i>*Inside Out and Back Again</i> by Thannhha Lai	
<i>Dear Mrs. Parks</i> by Rosa Parks	<i>Bud, Not Buddy</i> by Christopher Paul Curtis	
<i>Elena</i> by Diane Stanley		
SHORT CONNECTED TEXTS & MEDIA(5-9):		
Harcourt Reading Selections	Additional Literature Options	
<i>The New Kid</i> , TE p. 20G	<i>The Wall</i> by Eve Bunting	
<i>Meet the Author</i> pp. 41, 63, 85	<i>Jackson's Plan</i> by Linda Talley	
Poems: <i>Sounds of Nature</i> , pp.64-65	<i>Amazing Mallika</i> by Jami Parkison	
<i>Sebastian's Violin</i> , TE p.70G	<i>Brave Irene</i> by William Steig	
"I Have a Dream," TE p.90G	<i>Thank you Mr. Falkner</i> by P. Polacco	
<i>Aesop's Fables</i> pp.106-107	<i>Amazing Kids of Character:</i>	
<i>The Travelers and the Bear</i> p.108	<i>Perseverance</i>	
<i>Sesame Street: Bruno Mars: "Don't Give Up"</i>		

Strategic Priority 1: Reflective Curriculum

CRC Middle School Curriculum Development

CRC 8th grade ELA
Maps

CRC 8th grade Social
Studies Maps

CRC Middle School Expansion Sites

8th ELA

Secrist

Magee

Gridley

Vail

Doolen

Dodge

Utterback

Mansfeld

Pistor

Valencia

Strategic Priority 2: Recruitment and Retention of Diversity

TUSD will actively recruit, hire, train and work to retain teachers, administrators and staff who reflect its student population.

Year-2 Goal: Identify higher level institutions with high ethnic diversity and target and begin recruitment.

2015-16 Recruitment Schedule

University	Campus Diversity	National Survey on Teacher Quality(NCTQ)
Arizona State University	0.57	#1(SPED)
Northern Arizona University	0.53	#45(SPED) #193 (2nd)
The University of Arizona	0.60	#47(SPED) #19(2nd)#155(ELEM)#346(grad 2nd)
Grand Canyon University	0.56	N/A
Tuskegee University	HBCU #5	Not Reported
Xavier University of Louisiana	HBCU #6	Not Reported
Nashville Area Teacher Recruitment Fair	HBCU #7, #21	Multiple Universities- Various attendees
Western New Mexico University	HACU	N/A
New Mexico State University Educators Job Fair	0.56/HACU	#312(ELEM)
University of New Mexico	0.64/HACU	#29(SPED)#242(ELEM)
University of Texas at El Paso	0.24/HACU	#181(ELEM)
Cal State- Long Beach	0.72	#170(2nd)
University of Nevada- Las Vegas	0.74	#53(SPED)#360(Grad 2nd)
Kansas State University	0.62	#127(2nd)#144(ELEM)
Hampton University- Virginia	HBCU/#3	#56(2nd)
Huston-Tillotson University	0.42/HBCU NR	N/A
Florida A & M	0.12/HBCU #10	#247(2nd)#312(ELEM)

LPA Ethnicity Breakdown 2015-16

Total Participants = 25	Ethnic Breakdown:	Gender Breakdown:
<ul style="list-style-type: none">• Anglo Female = 5• Anglo Male = 3• African-American Female = 1• African-American Male = 2• Hispanic Female = 10• Hispanic Male = 4	<ul style="list-style-type: none">• Total Minority = 68%• Anglo = 32%• Hispanic = 56%• African-American = 12%	<ul style="list-style-type: none">• Male = 9• Female = 16

Strategic Priority 3: World Language Options

TUSD will increase and support its foreign language options for all students.

Year-2 Goal: Pilot elementary schools will establish an after- school foreign language program that follows its feeder pattern

World Language Feeders

Spanish – 1) Existing TWDL schools → Pueblo HS

2) Roberts/Naylor K-8 → Rincon HS

Arabic – 1) Safford K-8 → Cholla HS (existing IB)

Maxwell K-8 

2) Wright ES → Doolen MS → Catalina HS

Korean – Fruchthendler K-5 → Sabino HS

Secrist MS 

Chinese – Soleng Tom ES → Gridley MS → Sahuaro HS

World Language Feeders

Year to Date Actions

- Aligned job posting types with existing job descriptions
- Both certified and classified positions written, submitted, and posted
- Created interview questions and interview committee identified
- Interviews scheduled and conducted by Fall Break
- Discussed implementation plan with all principals of selected schools
- Korean position filled and operating at Fruchthendler K-5
- Languages and locations
 - Soleng Tom (Chinese Mandarin)
 - Wright and Morgan Maxwell (Arabic)
 - Fruchthendler (Korean)
 - Roberts Naylor (Spanish)

Strategic Priority 4: Advanced Learning Opportunities

TUSD will ensure equitable access to advanced learning opportunities (e.g. Honors, Dual Language, AP, IB, GATE, and College Prep programs) for all students.

Year 2 Goal: Establish entry pathway expectations into the Advanced Learning Experiences

Entry pathway expectations into the Advanced Learning Experiences

- We are working hard to create entry pathways to ALEs with:
 - District Wide GATE Testing at 1st and 5th Grade
 - UHS Testing in 7th Grade
 - Recruitment by Staff Members including AP Mentors, Counselors, Administrators, and Teachers
 - Utilizing AVID to sharpen organizational skills and push dual enrollment in AVID and advanced coursework

Resulting AVID Growth: District Wide

AVID Growth	2013-2014 30th Day Enrollment	2014-2015 30th Day Enrollment	2015-2016 30th Day Enrollment	AVID Increase
African American	46	81	131	85
Hispanic	399	541	788	389
Total AA/Hisp	445	622	919	474
District Total	565	789	1181	616
%AVID AA/Hisp	79%	79%	78%	77%

Growth in TUSD

Advanced Learning Experiences

- Over the last three years we had an increase in the participation rate of African American students in 9 out of 11 of our ALEs and an increase in the participation rate of Hispanic students in 10 out of 11 of our ALEs.

ALE 3 year change in %		
ALE	African American	Hispanic
SC GATE	0.4%	1.8%
Resource GATE	1.3%	6.2%
Pullout GATE	-0.4%	3.1%
AP	0.8%	2.5%
Dual Credit	2.7%	13.3%
Dual Language	0.5%	0.2%
IB	1.5%	-2.0%
MS for HS credit	-1.4%	4.2%
Pre-AP Advanced	2.3%	0.7%
Pre-AP Honors	1.0%	4.5%
UHS	0.7%	1.3%

Strategic Priority 5: Community Engagement

Strengthen and increase its community engagement (e.g. families, businesses, nonprofits, higher education, and faith-based organizations).

Five-year vision: A system where children and families have what they need to be successful.

Year 2 Goal: Establish and maintain four Family Engagement Centers.

TUSD Family Resource Centers Timeline

Wakefield

OPENED SPRING
2015

- * Has served over 1800 parents
- * Provided 63 different classes and workshops
- * Clothing Bank for TUSD families

Palo Verde

OPENING FALL
2015

Will include a clothing bank, computer lab and additional classrooms for parent trainings and workshops

Catalina & Southwest Center

OPENING
SPRING 2016

On-site Services Include:

- Food Pantry provided by Southern AZ Community Food Bank
- Hygiene items provided by I AM YOU 360 non-profit organization
- Health insurance options provided by Pima County Enrollment Coalition

Workshops and classes for parents provided by the following:

TUSD Departments

- Curriculum & Data
- Guideline & Student Responsibility
- Computer Classes
- Mexican American Student Services
- Language Acquisition
- Science & Math
- Career & Technical Education
- Dropout Prevention
- Child Find
- Food Services
- Student Support Services
- Title I

Community Organizations

- El Rio Community Health Center
- Pima County Health Department
- La Frontera
- Zumba
- DES, Marketplace, AHCCCS & More
- Sam Lena Library
- Make Way For Books
- Parent Connection
- U Of A Cooperative Extension
- Metropolitan Education Commission
- Kith & Kin