

DRAFT LRP/AISD Problems and Promising Practices

ORIGINAL LRP PROBLEM STATEMENT	IDENTIFIED AISD PROBLEM (Equity Action Plan)	COMMON PROBLEM IN URBAN SCHOOLS	RELEVANT CONDITION (7 Conditions f)	PROMISING & POTENTIAL PRACTICES*
<p>Academics & CTE</p> <p>Learners, teachers, campus administrations, and campus-based staff, at every school, need the district to adequately and appropriately staff and support campuses, so that all academic and social-emotional needs of students are met.</p>	<ul style="list-style-type: none"> - Minimal districtwide accountability regarding equity - Limited collection and appropriate use of disaggregated data in decision-making processes - Obstacles to equitable access to high quality and rigorous educational programs (barriers in application process to specialized/magnet programs, barriers based on language, and barriers based on race/ethnicity) - Limited support for students based on their identities: race/ethnicity, sexual orientation/ gender identification, dominant languages, ZIP code, and ability - Inconsistent social-emotional learning (SEL) support for students - Inconsistent professional learning to support culturally relevant/sustaining practices for teachers and staff - Lack of culturally relevant/sustaining curriculum - Few alternative curricular options (i.e. trade programs) - Inconsistent professional development (PD) that promotes and supports equitable practices 	<p>Public schools fail to adequately prepare African American students for college (college-readiness) (UNCF, 2015)</p>	<ul style="list-style-type: none"> - Recognition and cultivation of gifts, talents and interests - A sense of belonging, empowerment, connection and identity safety - Culturally proficient, experienced teachers and staff - Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities 	<p>◊ Invest in a culturally competent and diverse teacher force. While students of color represent the majority of public school enrollment, teachers of color only represent about 17% of public school teachers...A culturally competent and racially diverse teaching force may be more apt to understanding minority students' social, familial, and educational environments. Cultural competency training for administrators would also be beneficial in educating a diverse student body.....(UNCF, 2015)</p> <p>Implement Learner-Centered Psychological Principles, which provide a research-validated framework for balancing improved learning outcomes with enhanced social-emotional skills Balancing Academic Success on Social and Emotional Learning, 2004 (Chapter 2)</p> <p>Develop curriculum and academic supports based on Multiple Intelligences framework Multiple Intelligences In the Classroom 3rd Edition, 2009</p> <p>Practice culturally responsive teaching Culturally Responsive Teaching 3rd Edition, 2018</p> <p>Implement Community Schools model: The Coalition for Community Schools defines community schools as "both a place and a set of partnerships between the school and other community resources, [with an] integrated focus on academics, health and social services, youth and community development and community engagement." Many operate year-round, from morning to evening, and serve both children and adults. National Education Policy Center/Learning Policy Institute, 2017</p>
<p>All AISD students at all grade levels and all campuses need access to baseline, fundamental, and necessary academic programs and the district is accountable for equitably resourcing and funding those programs</p>	<ul style="list-style-type: none"> - Minimal districtwide accountability regarding equity - Limited collection and appropriate use of disaggregated data in decision-making processes - Obstacles to equitable access to high quality and rigorous educational programs (barriers in application process to specialized/magnet programs, barriers based on language, and barriers based on race/ethnicity) - Limited support for students based on their identities: race/ethnicity, sexual orientation/ gender identification, dominant languages, ZIP code, and ability - Inconsistent social-emotional learning (SEL) support for students - Inconsistent professional learning to support culturally relevant/sustaining practices for teachers and staff - Lack of culturally relevant/sustaining curriculum - Few alternative curricular options (i.e. trade programs) - Inconsistent professional development (PD) that promotes and supports equitable practices 	<p>Failure to meet the unique socio-cultural needs of Black and Hispanic students results in racial disparities in academic performance in fundamental areas such as math and reading. (NAEP, 2019)</p>	<ul style="list-style-type: none"> - Recognition and cultivation of gifts, talents and interests - A sense of belonging, empowerment, connection and identity safety - Culturally proficient, experienced teachers and staff - Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities 	<p>◊ To achieve equity necessitates giving more resources to those students who need more (Nogeura & Wing, 2006)</p> <p>Pursue policies and legal pathways (in the form of Federal and State laws) to combat intradistrict education inequities that can be created by school boards Achieving Resource Equity Within a Single School District: Erasing the Opportunity Gap By Examining School Board Decisions, 2011</p>

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<p>Students who require specialized instruction need high quality, inclusive instruction that is not dependent on centralized placements and programs, but instead relies on supporting their individual needs at their home campus, in order to improve outcomes for all students</p>	<ul style="list-style-type: none"> - Minimal districtwide accountability regarding equity - Limited collection and appropriate use of disaggregated data in decision-making processes - Obstacles to equitable access to high quality and rigorous educational programs (barriers in application process to specialized/magnet programs, barriers based on language, and barriers based on race/ethnicity) - Limited support for students based on their identities: race/ethnicity, sexual orientation/ gender identification, dominant languages, ZIP code, and ability - Inconsistent social-emotional learning (SEL) support for students - Inconsistent professional learning to support culturally relevant/sustaining practices for teachers and staff - Lack of culturally relevant/sustaining curriculum - Few alternative curricular options (i.e. trade programs) - Inconsistent professional development (PD) that promotes and supports equitable practices 	<p>Placement disparities persist among students who receive special education services. (National Center for Learning Disabilities, 2020)</p>	<ul style="list-style-type: none"> - Recognition and cultivation of gifts, talents and interests - A sense of belonging, empowerment, connection and identity safety - Culturally proficient, experienced teachers and staff - Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities 	<p>◊ Once a student is eligible for special education, a decision is made about the instruction and support they'll receive—often referred to as a student's "placement." IDEA is premised on the principle that students must be educated in the least restrictive environment (LRE). This means that students with disabilities should be educated in general education and among their nondisabled peers to the greatest extent possible.(National Center for Learning Disabilities, 2020)</p> <p>Implement Inclusive pedagogy, an approach that aims to make learning as accessible and welcoming to all students as possible, and Universal Design for Learning, a similar framework that is broadly inclusive, without being hyper-individualized. Both are approaches to reach a wide-range of students at their home campuses. Diversity and Inclusion in Global Higher Education, 2020 (Chapter 2)</p> <p>Mimic a new funding formula in New Orleans that uses both diagnoses and required level of services to ensure that sufficient funding goes to the neediest students CRPE Portfolio Strategy, 2015 (Pg 5)</p>
Athletics				
<p>All students need equitable access to state of the art athletics facilities to support student and staff engagement, grow existing programs, and enable competition with neighboring districts.</p>	<ul style="list-style-type: none"> - Inequitable facilities management for schools in marginalized communities - Minimal districtwide accountability regarding equity - Limited collection and appropriate use of disaggregated data in decision-making processes - Lack of communication of equity accountability measures with marginalized communities - Limited focus on equity in budget allocations - Minimal focus on equity in the distribution of general resources 	<p>Although there has been indisputable progress since Title IX was enacted, sex discrimination unfortunately continues to exist, including in interscholastic and intercollegiate athletic programs.(U.S. Department of Education Office of Civil Rights, 2014)</p>	<ul style="list-style-type: none"> - A sense of belonging, empowerment, connection and identity safety - Well-maintained facilities that support state of the art instruction and support cultural identities and safety 	<p>◊ Conduct an assessment, and make investments to ensure that facilities (access and maintenance) for women's sports is comparable to men's sports. (U.S. Department of Education Office of Civil Rights, 2014)</p> <p>"Sports and competition are great for giving our kids opportunities to participate in healthy activity, bonding, learning teamwork, and creating community; that is, as long as athletic facilities are safe and inviting," Board Member Jackie Goldberg said. Board Approves Improvement and Development of Athletic Facilities (LAUSD Newsletter, 2021).</p> <p>"While objectified cultural capital can be physically possessed, it can also be symbolically consumed." Even private institutions have to compete with one another to attract students, this means that these institutions must have similar if not the same types of features on their campus in terms of athletics, extracurricular activities, and access to the arts. Arts and Elite Schooling: The Accumulation of Advantaging Forms of Cultural Capital, 2016 (Pg 83)</p>

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<p>Underserved families need information and support to overcome barriers to athletics participation (including health screenings, academic requirements), which could serve as a catalyst for greater engagement in school.</p>	<ul style="list-style-type: none"> - Minimal districtwide accountability regarding equity - Need for development of leadership for racial equity and inclusiveness - Limited collection and appropriate use of disaggregated data in decision-making processes - Obstacles to equitable access to high quality and rigorous educational programs (barriers in application process to specialized/magnet programs, barriers based on language, and barriers based on race/ethnicity) - Shortage of opportunities for student agency (self-advocacy) and student voice in decision making processes - Limited support for students based on their identities: race/ethnicity, sexual orientation/gender identification, dominant languages, ZIP code, and ability - Lack of communication of equity accountability measures with marginalized communities - Limited accessibility and direct engagement with caregivers and families in marginalized communities 	<p>Failure to provide access to physical activity and sports opportunity can lead to disproportionate rates of chronic disease in students with disabilities. (Blauwet, 2014)</p>	<ul style="list-style-type: none"> - Recognition and cultivation of gifts, talents and interests - A sense of belonging, empowerment, connection and identity safety 	<p>◊ Invest in safe and inclusive athletics facilities that promote inclusive physical education curriculum and sports opportunities for students with disabilities (Ohio University, 2022)</p> <p>Employ concerted effort and resources to involve children/youth who are often excluded from sporting opportunities due to their race, socioeconomic status, gender/sex and cognitive abilities as a means of promoting improved social skills and higher levels of lifelong physical activity. (Recommendations for Sports Across All Developmental Levels – K-12, 2020)</p> <p>(Pg 7. CREATING EQUAL OPPORTUNITIES FOR CHILDREN AND YOUTH WITH DISABILITIES TO PARTICIPATE IN PHYSICAL EDUCATION AND EXTRACURRICULAR ATHLETICS, 2011)</p>
<p>Elementary school / 6th grade students need earlier access/exposure to athletics programming and opportunities to develop athletic skills that prepare them for competition in middle and high school.</p>			<ul style="list-style-type: none"> - Recognition and cultivation of gifts, talents and interests 	<p>Elementary school is when children/ youth developmentally begin to display the skills necessary to participate in sports and is often the first exposure that children/ youth have to sport participation. Less than 10 percent of United States children meet the minimum recommendation, with higher physical activity found in smaller class sizes. (Recommendations for Sports Across All Developmental Levels – K-12, 2020)</p>
Facilities				
<p>All students and staff/educators need access to functional, program-specific, age-appropriate, and user-appropriate facilities to support current, high-performing teaching and learning.</p>	<ul style="list-style-type: none"> - Inequitable facilities management for schools in marginalized communities - Minimal districtwide accountability regarding equity - Need for development of leadership for racial equity and inclusiveness - Limited collection and appropriate use of disaggregated data in decision-making processes - Shortage of opportunities for student agency (self-advocacy) and student voice in decisionmaking processes - Minimal opportunities for teacher agency (self-advocacy) and teacher voice in decision making processes - Limited accessibility and direct engagement with caregivers and families in marginalized communities - Minimal focus on equity in the distribution of general resources - Limited focus on equity in budget allocations 	<p>Students of color are often concentrated in schools with fewer resources. Schools with 90 percent or more students of color spend \$733 less per student per year than schools with 90 percent or more white students. (UNCF, 2022)</p>	<ul style="list-style-type: none"> - A sense of belonging, empowerment, connection and identity safety - Well-maintained facilities that support state of the art instruction and support cultural identities and safety 	<p>◊ Redistributing resources to prioritize schools that serve low-income, marginalized communities and students of color, can have a positive impact on student achievement and teacher satisfaction. (Build America's School Infrastructure Coalition, 2018)</p> <p>Designing Classrooms to Maximize Student Achievement https://journals.sagepub.com/doi/pdf/10.1177/2372732214548677</p>

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Students, staff/educators, and community need access to appropriately sized, well-maintained, functional, and culturally sensitive common spaces to support full-range of everyday use and campus and community events in partnership with community resources and voice.	<ul style="list-style-type: none"> - Inequitable facilities management for schools in marginalized communities - Culturally insensitive/racist school names and mascots with regard to Native American and Indigenous students and communities - Minimal districtwide accountability regarding equity - Need for development of leadership for racial equity and inclusiveness - Limited collection and appropriate use of disaggregated data in decision-making processes - Shortage of opportunities for student agency (self-advocacy) and student voice in decisionmaking processes - Minimal opportunities for teacher agency (self-advocacy) and teacher voice in decision making processes - Limited accessibility and direct engagement with caregivers and families in marginalized communities - Minimal focus on equity in the distribution of general resources - Limited focus on equity in budget allocations 	<p>Students who attend schools in substandard facilities perform significantly lower (academically) than students who attend school in above-standard facilities (Filardo, Vincent & Sullivan, 2019)</p>	<ul style="list-style-type: none"> - A sense of belonging, empowerment, connection and identity safety - Well-maintained facilities that support state of the art instruction and support cultural identities and safety 	<p>◇ Students' mean passing percentages improved on state mathematics and reading tests after transitioning from old to new, code-compliant school buildings (Harvard T.H.Chan School of Public Health, 2017)</p> <p>Benefits of the Adoption of Facilities Management Practices in Tertiary Institutions: A Case Study of Covenant University https://iopscience.iop.org/article/10.1088/1757-899X/640/1/012032/pdf</p> <p>State of our Schools: K-12 Facilities https://files.eric.ed.gov/fulltext/ED581630.pdf</p>
Students and staff/educators need facilities and district strategies that can accommodate future enrollment growth in a structured, equitable, and systematic way, accounting for the full-range of campus uses while remaining student-centered.	<ul style="list-style-type: none"> - Inequitable facilities management for schools in marginalized communities - Minimal districtwide accountability regarding equity - Need for development of leadership for racial equity and inclusiveness - Limited collection and appropriate use of disaggregated data in decision-making processes - Obstacles to equitable access to high quality and rigorous educational programs (barriers in application process to specialized/magnet programs, barriers based on language, and barriers based on race/ethnicity) - Minimal focus on equity in the distribution of general resources 	<p>Overcrowding in public schools leads to decreased learning for all students and an increase in student behavior issues, adversely impacts teacher instruction and planning time, and contributes to a negative school culture for students and teachers alike (National School Boards Association, 2021)</p>	<ul style="list-style-type: none"> - A sense of belonging, empowerment, connection and identity safety - Well-maintained facilities that support state of the art instruction and support cultural identities and safety 	<p>◇ Conduct an assessment and develop a ten year facilities utilization plan based on shifting enrollment and population growth trends. Example (Stamford Public Schools, 2017)</p> <p>A Plan for Managing Growing Enrollment in APS https://www.apsva.us/wp-content/uploads/2018/03/AFSAP-Decision-Points-FINAL-03-06-19.pdf</p>
Safety, Security & Resiliency				
Staff, students, and educators on secondary campuses, and buses, need additional support in order to maintain a learning environment where students and staff feel physically and emotionally safe.	<ul style="list-style-type: none"> - Racially disparate outcomes in discipline data (primarily for Black and Latino students) - Inequitable, biased policing practices (AISD Police) - Minimal districtwide accountability regarding equity - Limited collection and appropriate use of disaggregated data in decision-making processes - Need for development of leadership for racial equity and inclusiveness - Limited support for students based on their identities: race/ethnicity, sexual orientation/gender identification, dominant languages, ZIP code, and ability - Limited focus on equity in budget allocations - Minimal focus on equity in the distribution of general resources 	<p>Black students with disabilities are disproportionately more likely than any other group to be subjected to physical restraint in public schools (Disability Rights Texas, 2020)</p> <p>Black boys punished more harshly for similar offenses (Arnett Ferguson, 2001)</p>	<ul style="list-style-type: none"> - Positive relationships with teachers and peers - A sense of belonging, empowerment, connection and identity safety - Well-maintained facilities that support state of the art instruction and support cultural identities and safety 	<p>◇ Invest in professional development for staff regarding non-physical crisis intervention and trauma-informed care, and bolster school-based Multi-Tiered Systems of Support (Disability Rights Texas, 2020)</p> <p>Multiple resources related to school climate: National Center on Safe, Supportive Learning Environments</p> <p>Repository of Tools submitted by school districts: Readiness and Emergency Mgt for Schools</p> <p>Increase the number of teachers of color (Education Next)</p> <p>Limit out of class suspensions to focus on prevention and de-escalation (Ohio example in Education Week, 2018)</p> <p>Provide safety training to bus drivers (unsure if "proven"): SafeSchools Training; National Association for Pupil Transportation</p>

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<p>Students, teachers, and staff need access to a learning environment that supports emotional resiliency, mental health, and psychological safety.</p>	<ul style="list-style-type: none"> - Racially disparate outcomes in discipline data (primarily for Black and Latino students) - Inequitable, biased policing practices (AISD Police) - Minimal districtwide accountability regarding equity - Limited collection and appropriate use of disaggregated data in decision-making processes - Need for development of leadership for racial equity and inclusiveness - Limited support for students based on their identities: race/ethnicity, sexual orientation/gender identification, dominant languages, ZIP code, and ability - Inconsistent social-emotional learning (SEL) support for students - Need for more diverse/specialized teachers and staff to support marginalized student groups - Inconsistent professional learning to support culturally relevant/sustaining practices for teachers and staff - Limited focus on equity in budget allocations - Minimal focus on equity in the distribution of general resources 	<p>School districts often fail to create identity safe classrooms for students with marginalized identities (Learning for Justice, 2015)</p>	<ul style="list-style-type: none"> - Positive relationships with teachers and peers - A sense of belonging, empowerment, connection and identity safety - Well-maintained facilities that support state of the art instruction and support cultural identities and safety 	<p>◊ Create classroom environments where social skills are taught and practiced, and students are encouraged to care for one another in an emotionally and physically safe space (Learning for Justice, 2015)</p> <p>Links to multiple potential practices in References: Districts Advancing Racial Equity (DARE) Tool - Safe, Healthy, and Inclusive School Environments (p. 14-15)</p> <p>Implement a Social, Emotional, and Academic Development (SEAD) Strategy (Aspen Institute, 2018, p. 4-6)</p> <p>Invest in more counselors, mental-health professionals, school psychologists, etc. to support the social-emotional health of all students (Business Insider, 2021)</p>
<p>AISD needs a clearer definition of resiliency, what it means, and how it impacts the district, underserved communities, and underserved students long-term.</p>			<ul style="list-style-type: none"> - High expectations and support to meet those high expectations 	<p>Implement resiliency curriculum (Ijadi-Maghsoodi et al. 2017)</p> <p>Literature review of school-based resiliency programs (Ungar et al. 2014)</p> <p>Create School-level resiliency teams (PACES)</p>
Technology				
<p>Schools & district facilities where teaching or training occur need technology that is appropriate for the facility and the mode of education to support learning & district communication.”</p>	<ul style="list-style-type: none"> - Minimal districtwide accountability regarding equity - Limited collection and appropriate use of disaggregated data in decision-making processes - Limited accessibility and direct engagement with caregivers and families in marginalized communities - Limited focus on equity in budget allocations - Minimal focus on equity in the distribution of general resources 	<p>27% of American Indian/Alaskan Native students and 19% of Black students have either no internet access or only dial-up access at home. (National Center for Education Statistics, 2018)</p>	<ul style="list-style-type: none"> - High expectations and support to meet those high expectations 	<p>◊ Leverage partnerships with city government, civic organizations, charitable organizations, and grant sources to provide free high-speed internet to students who need it most. Example (Chicago Public Schools, 2020)</p> <p>Broadband Internet Access and the Digital Divide: Federal Assistance Programs https://sgp.fas.org/crs/misc/RL30719.pdf</p>
<p>Parents and staff need official ongoing tech. training regarding software platforms and clear communications if/when the platform changes to better facilitate learning at home/school and maintain proper district-to-parent communications.</p>			<ul style="list-style-type: none"> - High expectations and support to meet those high expectations 	<p>The Learning Technology Center is a statewide program that supports all public K-12 districts, schools, and educators through technology initiatives, services, and professional learning opportunities. https://ltechillinois.org</p> <p>Articles with multiple examples and references re: bridging gap in technology between school and community (Turner Lee, 2020) (McElroy, 2021)</p>
<p>Students of all ages need integration of technology in all learning curricula in order to be prepared to use and learn evolving technologies throughout their education and lives.</p>			<ul style="list-style-type: none"> - High expectations and support to meet those high expectations - Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities 	<p>How can education technology improve learning for all? https://www.brookings.edu/wp-content/uploads/2020/08/edtech_playbook_full_v2.pdf</p>
Transportation, Food Service, and Maintenance				
<p>Students across all campuses need sufficient time to eat and equitable access to sufficient food portions for breakfast, lunch, and snack/dinner because hungry kids can't learn.</p>			<ul style="list-style-type: none"> - High expectations and support to meet those high expectations - A sense of belonging, empowerment, connection and identity safety 	<p>Short lunches undercut the benefits of the fibrous healthy lunches. Schools should, at minimum, provide 20 minutes for eating, excluding the travel time to the cafeteria and waiting in line (Prothero, Arianna, 2019).</p>

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Students, educators, and staff in aging facilities need funding for timely maintenance and infrastructure replacement to ensure health, safety, welfare, and educational success.			- Well-maintained facilities that support state of the art instruction and support cultural identities and safety	<p>Create a database of geographical, environmental, social, academic, and facilities information for every school to uncover new relationships between environmental/social stressors and student health, thinking and performance. (MA SMART, 2017). This database uncovered relationships between particulate matter exposure and surrounding greenness on chronic absenteeism in Massachusetts Public Schools. (MacNaughton, 2017)</p> <p>Large reductions in classroom noise allowed teachers to talk in a normal rather than raised voice while achieving higher nominal signal-to-noise ratios, which correlates to teachers' reports of lower stress levels, better behavior and better comprehension from both hearing and hearing-impaired pupils (Essex Study, 2012).</p> <p>Apply funding for maintenance based on student need. Disparities are driven largely by modernization funding and partially addressed by hardship funding (Public Policy Institute of California, Equitable funding for school facilities, 2022).</p>
All students need access to equitable transportation services to provide consistent, reliable, and safe access to school facilities.			- High expectations and support to meet those high expectations (review with team)	The use of a community engaged science app engaged community members and stakeholder to help gather environmental data of safe routes to school (Rodriguez, 2019)
Visual and Performing Arts				
All students need expanded VAPA programming, applied consistently throughout the district, to fuel student interest through VAPA experiences and/other academic pursuits	<ul style="list-style-type: none"> - Minimal districtwide accountability regarding equity - Limited collection and appropriate use of disaggregated data in decision-making processes - Obstacles to equitable access to high quality and rigorous educational programs (barriers in application process to specialized/magnet programs, barriers based on language, and barriers based on race/ethnicity) - Limited support for students based on their identities: race/ethnicity, sexual orientation/ gender identification, dominant languages, ZIP code, and ability - Inconsistent professional learning to support culturally relevant/sustaining practices for teachers and staff - Lack of culturally relevant/sustaining curriculum - Few alternative curricular options (i.e. trade programs) - Inconsistent professional development (PD) that promotes and supports equitable practices 	<p>Schools that serve low-income communities, and have high concentrations of students of color, are the least likely to offer high-quality education in music, fine arts, theater, and dance. (National Association of State Boards of Education, 2018)</p>	<ul style="list-style-type: none"> - Recognition and cultivation of gifts, talents and interests - A sense of belonging, empowerment, connection and identity safety - Culturally proficient, experienced teachers and staff - High expectations and support to meet those high expectations - Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities 	<p>◊ Engage and build relationships with key art and education stakeholders; seek foundation and community organization funding opportunities and engage them in public/private partnerships to bolster arts programs for all students (Education Commission of the States, 2017)</p> <p>Broaden STEM pathways to include the arts (STEAM) Full STEAM Ahead: The Benefitff s of Integrating the Arts Into STEM, 2013</p>
The district must establish VAPA staffing minimums in AISD's staffing formula, separate from general staffing formula, a VAPA department structure that has the capacity to offer the full range of VAPA programs to all students at every campus, and professional development specific for VAPA educators.			<ul style="list-style-type: none"> - Recognition and cultivation of gifts, talents, and interests - Positive relationships with teachers and peers - Culturally proficient, experienced teachers and staff 	Implement culturally responsive professional development for visual and performing arts teachers Culturally responsive pedagogies in the visual and performing arts: Exemplars, missed opportunities and challenges, 2011
Students of PK-12 families who require or desire after-school programs should have access to safe, quality, affordable programs, such as sports, fine arts programs, tutoring, etc.			<ul style="list-style-type: none"> - Recognition and cultivation of gifts, talents, and interests - A sense of belonging, empowerment, connection, and identity safety - Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities 	<p>Blend community and school resources to support after school learning (The Expanded Learning & Afterschool Project)</p> <p>District-Union Collaboration MOU to support time and money flexibility and support additional learning opportunities after school (Edutopia)</p> <p>Multiple references to expanding after school programs (Learning Policy Institute)</p>
*Promising Practices are noted with the "◊" symbol and are proven to be successful in other districts. Promising practices are not yet vetted by our internal team.				