

Equitable Student Outcomes in the MSD of Lawrence Township

District Equity Committee Final Report
2-28-22



Equitable Student Outcomes



Policy 2110.02 - ELIMINATING RACIAL DISPARITIES IN ACHIEVEMENT

The Corporation is committed to eliminating racial and ethnic disparities in achievement, while raising achievement levels for all students, to ensure educational equity and excellence for learners of all races and ethnicities in the Metropolitan School District of Lawrence Township.

We believe that students of all races and ethnicities can meet or exceed State standards and Corporation graduation requirements when they are effectively taught and held to high expectations.

We believe we have a moral, ethical and professional obligation to eliminate racial and ethnic disparities in achievement so that students of all races and ethnicities are not only well educated but also prepared to succeed in our rapidly changing, racially and culturally diverse world. This requires the conscious and deliberate examination of the institutional beliefs, behaviors, policies, programs, practices, systems and structures in our School Corporation to identify and eliminate those that may perpetuate racial and ethnic disparities in achievement in order to counteract the impact of contemporary and historical institutionalized racism and discrimination on student achievement.



What is Educational Equity?

“A state in which dimensions of privilege, skin color, and economic status are not predictive of, or correlated with, educational outcomes in any significant way, and where all learners are able to participate fully in quality learning experiences.”

- Dr. Vernita Mayfield, Executive Summary MSDLT Equity Audit



Equity Audit

- Completed by Dr. Vernita Mayfield, during the 20-21 school year,
- Phase 1: Data upload - academic achievement, discipline, attendance,
- Phase 2: Stakeholder input through focus groups, individual interviews and surveys:
 - 847 parents,
 - 2,429 students,
 - 503 staff.
- Phase 3: On-site school visits to 3 high school campuses,
- Phase 4: Report - 25 recommendations based on audit findings.



District Equity Committee Facilitators and Members

Table 1

Dr. Shawn Smith
 Troy Knoderer
 Dr. Vernita Mayfield
 Dr. Tim Harshbarger

Table 2

Dr. Tierney Anderson- Facilitator
 Dr. Marcus Croom - parent
 Bakari Posey – BP principal

Table 3

Carl Blythe- Facilitator
 Gavin Alexander – ABE Teacher
 Katina Augustus – BP Teacher

Table 4

Meghan Boney-Facilitator
 Mary Easley - parent
 Christina Garmon – BP Teacher

Table 5

Franklyn Bush- Facilitator
 Jenny Coons – BP Teacher
 Tangelica Duplessis – LAA Teacher
 Richard Freije, Jr – Board Member

Table 6

Dr. Dana Altemeyer- Facilitator
 Barb Austin – LT School Foundation
 Brandon Brooks – ST Teacher
 Shawn Bush – LECC Admin
 Susan Haber - Parent
 Valencia Williams – IC AP
 Ramon Batts – LC Ass’t AD

Table 7

Brett Crousore-Facilitator
 Rose Graham – WR AP
 Zion Robinson - student

Table 8

Conni Davis- Facilitator
 Andy Harsha – LECC Admin
 Kelly Britton – LN Teacher
 Dr. Grant Nesbit – LECC Admin

Table 9

Yamilet Delgado Siyam- Facilitator
 Sujei Hernandez - Parent
 Mario Soberanes – LECC Staff



District Equity Committee Facilitators and Members

Table 10

Ruben DeLuna-Facilitator
 Alicia Stevens – CV Teacher
 Sabrina Tiggs – BMS Teacher

Table 11

Alicia Harris- Facilitator
 Julianna Cruz – FCV Teacher

Table 12

Lauren Graham- Facilitator
 Meredith Kalbfleisch – FCV Teacher
 Brad Klopfenstein – Lawrence Chamber
 Julie Majercak – BMS Teacher
 Abby Williams – CV Teacher

Table 13

Lindsey Shaurette-Facilitator
 Dr. Jill Kramer - Parent
 Carla Johnson – LECC Admin
 Katrena Greer – CV Teacher
 Stephon Gilder – FCV Teacher

Table 14

Dr. Justin Hunter- Facilitator
 Tammy Mills – HH Staff
 Arie Hornbeak - parent
 Emma Decker - student
 Justin Brown - LEA

Table 15

Dan Kuznik- Facilitator
 Matt Miles - Transportation
 Justin Ohlemiller - Parent
 Shelia Richardson – WR Staff
 Brittny Smith – OE Teacher

Table 16

Omar Lahlou-Facilitator
 Wendy Muston – Board Member
 James Towey - IC Teacher
 Michael Johnson – HH teacher
 Miriam Acevedo Davis – La Plaza

Table 17

Stephanie LaPlante- Facilitator
 Dominique Franklin – ST Principal
 Pam Dechert - Parent
 Michael Bottorff – LECC Admin
 Tiffany Agee – ELCBP Teacher

Table 18

Tracey Means- Facilitator
 Andy Todd – MEC Teacher



District Equity Committee Facilitators and Members

Table 19

Karen Neimeier-Facilitator
 KaNeasha Koebecke - LC Dept Chair
 Patrick Kennedy – BMS EIS
 JaMia Jones – MEC Teacher
 Sam Greenfield – Student

Table 20

Adrienne Sargent- Facilitator
 Justin Linch – FCV Principal
 Terez Williams – HH Staff

Table 21

Natalie Stewart- Facilitator
 Elaine Fogleman – MEC Teacher
 Viktor Rodriguez – SS Teacher
 Cammie Moody – LN Teacher
 Deshawna Lacy – WR Teacher

Table 22

Mari Swayne-Facilitator
 Melanie Todd – WR Teacher

Table 23

Erika Tran- Facilitator
 Mike Penrose – LN AD
 Priscilla Espinoza - Parent
 Wanda Alamon-Diaz – ELCWR Teacher

Table 24

Hillary Pyle- Facilitator
 Mary Ragsdale – MEC Teacher
 Latosha Rowley - Parent
 Pascale Socks – LN Staff

Table 25

Ayanna Williams-Facilitator
 Danielle Smith – FCV Techer
 Sylvia Marrero – ST Teacher

Table 26

Edyza Deynes- Facilitator
 Jaliyah Mika - Student
 Brittany Mooney – OE Teacher
 Manuel Torres – LC Teacher
 Dr. Libby Turner - Parent
 Verleta Winder - Parent

Table 27

Dr. Keisha Warren-Gordon- Facilitator
 Michael Shreves – LECC Admin
 Olivia Tran - Student
 Richar Torres – LC Teacher
 Connie Sivertson – LN Dept. Chair



District Equity Committee Meeting Dates

- Monday, August 16, 2021
- Tuesday, September 14, 2021
- Thursday, October 14, 2021
- Monday, November 15, 2021
- Tuesday, December 14, 2021



Norms for Each Meeting

- Every voice is important; Every language is valued; Every accent is respected.
- Suspend all judgements - “Bumps and Oops” will happen.
- Interact and engage.
- This is a safe place to speak your truth, just say it kindly.
- Seek first to understand, rather than to persuade.



Audit Recommendation/Finding Categories

- A. Strong Principal Leadership
- B. Hiring, Recruitment and Retention of Diverse Staff is a Priority
- C. ESL Learners and Shifting Demographics
- D. Discipline
- E. Access to Resources
- F. Accountability
- G. Social and Emotional Well Being
- H. Racialized Language in Informal Settings
- I. Gender Bias
- J. Parents and Community are Ready to Do the Work



Structure of Equity Committee Report Presentations

- February 28 – General Overview of the Entire Report
- March 14 – Review the action plans for sections A – E
- April 11 – Review the action plans for sections F – J
- April 25 – Potential Board Approval of the Committee Report



A1: Frame the equity work within the context of existing instructional and curricular practices. The same level of creativity, flexibility, strategic planning, and innovative thinking derived to implement other important initiatives is recommended for implementing equity work.

Action Step	Targeted Date for Implementation	Divisions Responsible	Next Steps
<p>Develop and Implement a Common District-Developed PD for all Job Classifications that includes:</p> <ul style="list-style-type: none"> • District Equity Statement/Core Values • Positive Student Identity Development • For teachers - frame within the LT instructional framework 	<p>Beginning of 22-23 School Year Trainings:</p> <ul style="list-style-type: none"> • Transportation • Food Service • Operations • Building-Level • New Hire Orientation 	<p>All</p>	<ul style="list-style-type: none"> • Revise current training • Set dates to deliver new training
<p>Re-focus the District PLC Process (Professional Learning Community – teachers met in PLCs up to 3 x per week to plan curriculum, discuss instruction and analyze student data):</p> <ul style="list-style-type: none"> • Develop PLC framework with emphasis on equitable student outcomes, • Include Guiding Questions focused on equitable student outcomes in all phases of the framework, • Provide Training in the framework for all stakeholders specific to their role: Administrators, PLC Leaders, Teachers 	<ul style="list-style-type: none"> • Summer 2022 Training • 22-23 Implementation 	<p>Curriculum</p>	<ul style="list-style-type: none"> • Develop PLC framework • Train PLC leaders and administrators • Provide ongoing support and coaching for PLC Leaders and Administrators



B1: There is an alternative licensing program that supports the transition of instructional assistants to licensed teachers. It is conducted on-site. However, Spanish language parents were unaware of the program. Expand the promotion and access of the program to parents and community members.

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Produce information about DBAC (District-Based Alternative Certification) program to go out to parents and community members, not only via social media but also prepared as video/audio, infographics.	Spring semester - Feb 2022	Human Resources	HR team review invite PR to support and guide publications and social media platforms
Translate all information that goes out regarding our DBAC program to Spanish	Spring semester - Feb 2022	Human Resources, Curriculum	Review of program materials, Bilingual staff support for translation
Expand the program or create a new program that allows LT community members who are not currently on staff.	Spring semester - Feb. 2022	Human Resources	Identify external audience Prepare communications PR to support
Collect data on the people who are invited to the program, complete the program, are hired and the years they give to LT.	Long Term/Start in June 2022	Human Resources, Technology	End of semester review Technology tool to document
Hire a talent acquisition specialist with a focus on international recruitment to ensure effective recruiting retaining and diverse staff that believe in the message of the school district, pay decent wages with additional stipends.	1st quarter 2022	Human Resources	Narrow, select and hire a candidate



B2: *Collect data that will support the retention of diverse hires. There is an active initiative to recruit and hire diverse candidates, but the information that is lacking is the extent to which the district is able to retain and promote them. Needed is data on disciplinary actions taken against staff inclusive of racial identification and the number of staff who are dismissed or resign inclusive of racial identification. It is one matter to recruit diverse candidates. It is another matter entirely to ensure the environment is conducive to retaining them.*

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Develop an internal system to track diverse hires including a focus on: <ul style="list-style-type: none"> • Job classifications • Retention, promotion, evaluation, progress discipline and human dignity complaints 	<ul style="list-style-type: none"> • Identification/Development of the technology to support the data tracking system - Spring Semester 2022 • Training and utilization of the system - Summer 2022 	HR, Technology	<ul style="list-style-type: none"> • HR meets with technology to explore various tech systems • Determine best fit • Implement • Provide training
Formalize and provide space for Affinity Groups within the district or schools <ul style="list-style-type: none"> • Safe space to discuss concerns with administrators 	<ul style="list-style-type: none"> • 2022-23 school year 	HR	<ul style="list-style-type: none"> • HR meets with leaders to review purpose • Plan prepare launch
Creating a pipeline for students to become staff through mentoring and relationships through 4 years of college	<ul style="list-style-type: none"> • Late Spring into 2022-23 	HR, Curriculum, Grants and Programs	<ul style="list-style-type: none"> • Multiple division conversation and planning



C1: Work with the Transportation dept. closely to determine the root of concerns expressed by the Spanish-speaking parents. Be certain to close the feedback loop with your Spanish-speaking parents. Then monitor and evaluate progress going forward.

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Develop a culture where parent voice is valued	In Progress	Operations, Student Services	<ul style="list-style-type: none"> • Hire Bilingual Staff • Partner with Bilingual Family Liaison to understand parent perspective
Survey (bilingual) schools and families regarding the treatment of students on the bus. <ul style="list-style-type: none"> • Analyze survey data to determine specific action steps to address concerns. • Develop professional development for drivers based on survey. • Repeat survey on an annual basis. (give survey in multiple languages) 	Spring 2022 and annually	Operations, Technology	<ul style="list-style-type: none"> • Research for an existing tools to survey families/students • Develop questions for family/student feedback to drive improvement
Develop an electronic call log to document calls/concerns from families and a system for analyzing the data and developing an action plan	Spring 2022	Operations, Technology	<ul style="list-style-type: none"> • Develop call/email log system
Develop an intentional focus on hiring more bilingual staff, including all shifts of the transportation schedule (all parts of the day, as well as evenings/weekends for trips)	In Progress	Operations, HR, Business	<ul style="list-style-type: none"> • Hire bilingual staff
Setup transportation table at other school events besides just Back to School night (i.e. Parent/Teacher conferences) to increase information and feedback loop	School Year 2022-23	Operations	<ul style="list-style-type: none"> • Develop a plan/schedule
Training for Transportation Department on meeting the needs of Spanish-speaking families	Spring/Summer 2022	Operations, Curriculum	<ul style="list-style-type: none"> • Develop a plan/schedule for ongoing training to meet needs



C3: Ask the Spanish-speaking parents the best way to provide that information to them more frequently and consistently. The answers may surprise you but will provide valuable insight into their preferred venue for communication and a frequency that will meet their needs.

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Include a parent's preferred method of communication in to the student's SkyWard profile for teacher's to view/utilize. Monitor responses to determine preferred language of communication.	RSVP process	Student Services, Technology	<ul style="list-style-type: none"> Investigate Spanish-facing Student Information System options
Consistent requests to update contact information as opposed to leaving it to the proactiveness of parents (link in weekly update e-mail?)	Immediate and ongoing	Assistant Superintendent	<ul style="list-style-type: none"> Communication from Principals
Follow-up based on Parent Square report for "unable to be delivered" parents/guardians	2022-23 School Year	Assistant Superintendent	<ul style="list-style-type: none"> Schools develop a system for gathering updated information
Offer a hard to hire stipend for any bilingual employee. Investigate the potential of multiple hard to hire stipends.	Pre-Bargaining/Bargaining - 2022	HR, Business	<ul style="list-style-type: none"> Review data and processes for current bilingual employees Develop the concept to share with the Bargaining Team.
Add to the request for translation services a requirement to <i>attempt</i> contact with Spanish-speaking families as a first means of communication (not allowing the assumption that they don't/can't speak English as an excuse)	Immediate	Curriculum	<ul style="list-style-type: none"> Continue to develop and use tools for basic communication with Spanish-speaking families Training in workplace Spanish language and culture
Create partnerships with local Latino community organizations/businesses/neighborhood centers etc. to help communicate information (a "What's Going On in LT?" type of letter or poster)	Short Term	Curriculum, Student Services	<ul style="list-style-type: none"> Share with current partners Continue connecting with organizations and events



C4: Continue to recruit and hire additional Spanish speaking personnel.

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Infuse Human Resources into the Latino Parent Advocacy Council in which families receive HR information and give support to our school community by their active participation.	Spring 2022	Human Resources	HR and Latino Parent Advocacy Council planning meeting
Develop a pathway for Spanish-speakers to continue education and be eligible for employment in our district (i.e. Dual Language GED classes)	Long Term	Human Resources Curriculum	<ul style="list-style-type: none"> • Mentor post MSDLT spanish speaking students • Review previous language-based parent education program
Invite community members to apply for classified job opportunities within the district (Long Term) <ul style="list-style-type: none"> • Build relationships with the parents visiting the buildings to see what types of possible job opportunities there are: custodians, bus drivers, instructional assistants, cafe monitors, front office secretaries • Develop parents to apply for DBAC to become a certified educator • Collect data on the parents and community members who enroll in a community education program, apply and work in a classified position and continue to DBAC and beyond. 	Long Term	Human Resources Technology	<ul style="list-style-type: none"> • HR Talent Acquisition Specialist role: • Spanish job fair target community • Parent recruitment for DBAC • Technology meets with HR to determine software, program needs to collect data of parent/ community involvement with employment
Partner with organizations like La Plaza, Indiana Latino Institute, Local churches and local Spanish radio to promote and recruit	Spring 2022	Curriculum, Human Resources	HR team to define roles and actions
Build a pipeline with organizations in other countries such as Ecuador, Peru, Mexico	Spring 2022	Human Resources	Identify contacts within MSDLT to assist with introductions to forming partnerships
Monitor language needs of new enrollees to determine additional priority languages for personnel.	Ongoing	HR, Curriculum, Student Services	Develop system among the divisions to monitor



D1: New discipline data collection system needed or regular, consistent distribution of discipline data feed to schools with automation. Assistant Principals need to review data weekly to make interventive steps and decisions to support teachers and students.

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Create discipline data dashboards that automatically update discipline infractions and consequences disaggregated by race.	Completed Fall of 2021	Curriculum, Technology	<ul style="list-style-type: none"> Completed
Review discipline data dashboards at the district and building levels.	Ongoing	Assistant Superintendent, Student Services, Curriculum	<ul style="list-style-type: none"> Develop process for ongoing review through principal PLC
Develop a system for building leadership to review data weekly to make interventive steps and decisions	Summer 2022	Assistant Superintendent, Student Services, Curriculum	<ul style="list-style-type: none"> Integrate into ongoing LaTISS (Lawrence Township Integrated System of Support) system – teams in each building meet to discuss student needs and develop specific plans to support the student. Further define potential interventive steps that promote a restorative mind-set



D2: Consider instituting a restorative justice program in which parents and community members are integral to resolving conflicts and connecting students to how their actions impact communities as a whole.

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
<p>Implement restorative practices training via Peace Learning (teachers, LaTISS teams, Advisor Leads, Admin.)</p> <p>Restorative practices is a framework and set of practices used for prevention of rule-breaking and as an intervention after a rule is broken. Restorative practices is a way of building community and emphasizes repairing the harm done and rebuilding relationships.</p>	<ul style="list-style-type: none"> • Planning currently in progress • Implement training in Summer 2022 • Ongoing support and coaching 	<p>Student Services, Curriculum</p>	<ul style="list-style-type: none"> • Communicate vision with building leaders • Building leaders identify staff members to participate in the training
<p>Continue to offer de-escalation training for PSOs (Public Safety Officers) and monitor implementation of de-escalation strategies.</p>	<p>Ongoing</p>	<p>Operations, Exceptional Learners</p>	<ul style="list-style-type: none"> • Review current training and implementation practices • Develop a feedback process for buildings and PSOs
<p>Develop a strategy for community education on restorative vs. punitive discipline.</p>	<p>Long Term</p>	<p>Student Services, Communications</p>	<ul style="list-style-type: none"> • Research communication strategies from other districts who have already implement restorative practices
<p>Develop and Implement a student program in which students are trained to serve as peer mediators.</p>	<ul style="list-style-type: none"> • Planning Spring 2022 • Implementation 2022-23 	<p>Student Services, Curriculum</p>	<ul style="list-style-type: none"> • Partner with Peace Learning Center
<p>Analyze and synthesize current discipline data to determine priorities for support (i.e. focus on middle school)</p>	<p>Immediate</p>	<p>Student Services, Curriculum, Ass't Supt.</p>	<ul style="list-style-type: none"> • Ongoing



D3: Define terms: Behavioral concern and behavioral infraction. Make an infographic with examples of each behavior. Train all incoming and current staff on term definitions and appropriate disciplinary steps for each. Include necessary intervention steps teachers should take prior to entering data in the system

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Establish a group composed of teachers, administrators, and data specialists. Their task would be to develop a list of universal discipline terms and definitions (i.e., Offense, Action, Behavior Concern, Infraction, Suspension, Expulsion, Alternative, Non-fight Scuffle, Verbal Altercation, Physical Altercation, Insubordination, Lack of Respect) to be used when documenting student discipline.	In Progress	Student Services, Curriculum	<ul style="list-style-type: none"> Completed Focus on implementation and training
Develop and implement building-level PD sessions for all teachers on the following: building level discipline policies and procedures; behavior intervention strategies; and restorative practice strategies	In Progress	Student Services, Curriculum	<ul style="list-style-type: none"> Training with Peace Learning Center scheduled for July 2022.
Monitor the common language for actions when consequences are administered	In Progress	Student Services, Curriculum	<ul style="list-style-type: none"> Add to Assistant Director of System Intergration job description
Implement and monitor positive proactive language in classrooms that is common throughout the LT Schools.	In Progress	Ass't Supt, Curriculum	<ul style="list-style-type: none"> Integrate into principal PLC process



D4: Track data inclusive of racial identification for students referred to LEAP (Lawrence Elementary Alternative Program.) Establish clear guidelines on which behaviors are acceptable for referrals to LEAP and which require classroom exclusion. Define insubordination and lack of respect. They may be perceived differently based on cultural backgrounds.

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Track Data Inclusive of Racial Identification for Students Referred to LEAP (Lawrence Elementary Alternative Program.)	In Progress	Student Services	<ul style="list-style-type: none"> Completed
Continue Professional Development work of Dr. Lori DeSautels to further define insubordination and lack of respect.	Ongoing	Curriculum, Student Services	<ul style="list-style-type: none"> In progress
Implement the guidelines on which behaviors are acceptable for referrals to LEAP and which require classroom exclusion.	Immediate	Student Services	<ul style="list-style-type: none"> Revise levels of behavior support Implement levels of behavior support
Appoint a planning committee to review current LEAP programming and make recommendations for improvement and future expansion to middle school.	Immediate	Student Services	<ul style="list-style-type: none"> Finalize team members for planning committee



E1: *College and career readiness can begin at elementary school. Help children identify their gifts, interests, and potential at an early age. Expose them to a wide variety of career choices. Begin college visits in elementary school physically or virtually. Invite parents to join you as part of the support system. Ask McKenzie Center students to perform, feed, or demonstrate their skills and programs at the elementary level. Have teachers display their college memorabilia. Discuss the alma maters of famous celebrities and role models. Start children considering career and college options at an early age and help parents plan years in advance how to support them through the attainment of honors diplomas.*

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Implement MSDLT document that is a guide sheet towards an honors (Academic & Technical) diploma from elementary to high school for parents.	In progress	Curriculum	<ul style="list-style-type: none"> • Booklet is currently being printed. • Middle School Advisory curriculum
<p>Audit the needs of our elementary schools for college/career environment and utilize secondary students from those schools (alumni) as volunteers in need of service hours (Graduation Pathways) to implement the completion of the project. Ensure equity in the project so that there are 11 College/Career Rooms that have equitable resources with equitable access. Follow the recommendations provided in the Executive Summary.</p> <ul style="list-style-type: none"> • Include college/career days, college visits, college room visits as a specials (similar to PE, Art, etc.) college/career parent nights • Create a best practices document for schools to utilize when working with social activities for parents. • Utilize the Nepris platform to virtually connect elementary students to high school and college students as well as professionals with particular focus on same-race connections. 	22-23 school year	Curriculum	<ul style="list-style-type: none"> • Survey Needs of Elementary Schools • Continue to develop Nepris partnerships
MCIT, LC, & LN can create schedule of “academic and CCR-focused camps” or elementary-based activities (21st century learning grant)for schools to participate in.	Summer 2023	Curriculum	<ul style="list-style-type: none"> • Integrate into JumpStart “23
Implement a comprehensive review of the elementary high ability program through the lens of equitable access.	22-23	Curriculum	<ul style="list-style-type: none"> • Develop the review process



F1: Professional development in Illuminate (formative assessment data tools.)

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Support professional development and implementation of data systems data cycles - short /mid/ long term <ul style="list-style-type: none"> • Interpreting data • Acting on data • Data tools (Illuminate, FastBridge, I-Ready etc.) • Building leadership to provide accountability to ensure implementation 	In Progress / Short Term	Curriculum	<ul style="list-style-type: none"> • Continue support for building leaders on formative assessment • Offer PD sessions for teachers in Summer of '22.
Provide additional data tool training to administrators and all teacher leaders	In Progress	Curriculum	<ul style="list-style-type: none"> • Continue support and training on formative assessment
Develop a system to ensure communication of data points to families (formative, summative, state, district)	<ul style="list-style-type: none"> • Develop system – Spring 2022 • Implement – 2022-23 school year 	Curriculum	<ul style="list-style-type: none"> • Review reporting capabilities of current formative assessment tools
Review/ analyze assessments for equitable outcomes	In Progress and Ongoing	Curriculum and buildings	<ul style="list-style-type: none"> • Continue data meetings



F2: Integrate meaningful pedagogical connections between course content and students’ cultures, languages, and life experiences. (Culturally responsive teaching.) Help students learn and practice how to respectfully discuss people differences. This is a valuable life skill.

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
<p>Provide training on positive identity development to all district staff</p> <ul style="list-style-type: none"> • Teachers • All Leadership • Focus on culturally responsive practices within FTEM (Focused Teacher Evaluation Model) • Measure growth through Panorama Student Survey 	<ul style="list-style-type: none"> • Training Summer 2022 • Monitoring and measuring - ongoing 	Curriculum	<ul style="list-style-type: none"> • Integrate a positive identity development focus into all professional development activities.
<ul style="list-style-type: none"> • Review and adopt culturally responsive instructional materials. • Provide teachers with culturally responsive instructional pedagogy attached to standards. • Connect standards to students’ cultural experiences. • Begin to incorporate various cultural and historical holidays and experiences into the core curriculum. • Provide students with authentic and engaging cultural speakers, interactions, and student exchanges. Honoring community circle and advisory block. • Incorporate conversation prompt/questions of the day to build connections among students’ cultural background and experiences.. • Incorporate purposeful student teaming and clearly communicate and support with professional development. • Incorporate daily classroom conversations/morning meetings (Second Step, Relevant Current Events discussion) • Strengthen culturally responsive lens to instructional walks. • Designate and highlight culturally responsive instructional materials and strategies on the HUB. 	In-Progress/Ongoing	Curriculum	<ul style="list-style-type: none"> • Integrate a positive identity development focus into all curriculum review processes • Focus and highlight the culturally responsive components of the Rigor work including the Focused Teacher Evaluation Model.



G1: Formalize a specific curriculum, topics, or strategies for social and emotional well-being, ensuring that all students have access to the same quality of resources and strategies that promote positive mental health.

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Adopt a 9-12 grade SEL curriculum that focuses on emotional development that is inclusive. Identify resources that are inclusive of cultures, language, and life experiences.	2022-23 - Review curricula and recommend for adoption	Curriculum	<ul style="list-style-type: none"> Review currently in progress
PLCs develop lessons that incorporate diverse SEL materials and resources integrated into content areas.	2022-23	Curriculum, Student Services	<ul style="list-style-type: none"> In progress
Identify time within the high school master schedule to ensure implementation of the SEL curriculum.	Spring/Summer 22	Ass't Supt.	<ul style="list-style-type: none"> Discuss with principals



H1: *It's time to define exactly the kind of school culture the schools envision. The playful exchange of racial slurs, epithets, and jokes may be creating the kind of culture that is inclusive most of the time but offensive, unprofessional or confusing at other times. What are the idealized norms for how people should conduct themselves at school? To be clear, this is not about centering one culture over another. It is about creating an environment where all stakeholders feel comfortable and emotionally safe. Revisit your vision statement unpacking the term "global community," rethinking the role educational equity plays in the school vision, and reimagining the language, behaviors and expectations of all stakeholders in this diverse universe. This is also a fine time to talk about race with all stakeholders. Black and Hispanic students and all staff need to understand the historical context of the "n" word and its use. It will not be easy; the word is used casually in media outlets. But this word and others are degrading to many and should not be normalized in schools. All students can understand the value of "code switching" in professional settings. Have honest conversations with students about "code switching" – modifying of one's speech, behavior, appearance to adapt to different sociocultural norms. Continue to engage and inspire all stakeholders in continued discussions on the benefits and challenges of creating a more equitable and inclusive school community. Be open and honest about the challenges you will face in doing so, but inspiring in your resolve to do so with the support of all stakeholders. The sociocultural norms at school require a high level of respect for people of all ethnicities, racial and gender identities, and cultural values. These norms may differ from the ones students exercise at their homes or in their communities. It may require that they "code switch" at school. To be clear, this is not advocacy that students abandon their authentic cultural selves. Students need to be comfortable in their own skin. But within a global, multicultural community, skin comes in many colors and as such, norms that help everyone respect the dignity of all kinds of people.*

The jokes, terminology, and behaviors within one's familial community may be offensive and inappropriate within school or work communities. It is important to be flexible enough to adapt so everyone feels respected. This too, is a valuable life skill.



H1: continued

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
<p>Staff PD strategically designed to cover the breadth and depth of racialized language with relevant examples and historical impact.</p>	<p>Begin summer of 2023</p>	<p>Curriculum, Student Services</p>	<ul style="list-style-type: none"> • Research and plan during 22-23
<p>Develop, encourage and monitor a culture of care, respect, and social appropriate language that promotes and supports the diversity of our school community, while creating an atmosphere of acceptance and inclusion through our daily actions and words to better prepare our students for college and career readiness.</p>	<p>Ongoing</p>	<p>Curriculum, Student Services</p>	



I2: Ensure a distributive leadership model that distributes power amongst a range of new diverse, voices – emerging staff, veteran staff, LGBTQ, female, male, students. Let them design their way into the future crafting the path for a more inclusive and equitable culture. Ensure they have equitable access to department head positions and support new leaders as they rise to the occasion, for they will.

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Building leaders will seek diverse leaders while hiring, promoting, and recruiting.	Ongoing	Assistant Superintendent, HR	<ul style="list-style-type: none"> ● HR to collect data to use to monitor and share out. Technology assistance is needed. ● Emphasis during staffing meetings
Building leaders will engage and honor multiple perspectives when making decisions.	Ongoing	Assistant Superintendent, HR	<ul style="list-style-type: none"> ● Principal PLC and ongoing staffing conversations
Building leaders will seek diverse staff to implement diverse clubs, course offerings, and coaching	Ongoing	Assistant Superintendent, HR	<ul style="list-style-type: none"> ● Ongoing
Building leaders will hire staff that is reflective of our evolving community and student body	Ongoing	Assistant Superintendent, HR, Technology	<ul style="list-style-type: none"> ● Ongoing with updates of current reality at Leadership ● Technology system needed
District leaders will provide support to building leaders in all action steps.	Ongoing	ALL	



J2: Start schoolwide, regular dialogues or book studies. Introduce multiple areas of study or book clubs so learning is differentiated. Embed time within each content area meeting to discuss recent learning on equity. Provide time during staff meetings for people to share learning.

Some of the staff has led previous staff development training in this area and at least one (LCHS) is pursuing a doctorate in this area. Utilize their expertise and skills as you coalesce to strengthen your learning community and communities of practice that are culturally responsive, culturally competent, and equity-focused for the sake of students.

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
<p>Provide definition of equity and culturally responsive teaching in all meetings</p> <ul style="list-style-type: none"> • Continue initiating book studies at the building level. • Provide articles to study. • Provide time to discuss new learning and what can be put into practice. • Designate time for the work within all meetings. • Focus on equitable student outcomes. 	<p>In progress and ongoing</p>	<p>Curriculum</p>	<ul style="list-style-type: none"> • Implement PLC process with a focus on culturally responsive teaching and data analysis • Training in Summer ‘22
<p>Provide dedicated time</p> <ul style="list-style-type: none"> • Find and create meaningful activities/experiences that allow staff to experience authentic connections with one another. Monitor that the time is well utilized. • Develop a consensus around AUTHENTIC experiences to create lasting and meaningful connections. • Facilitate honest conversations around equity at our staff meetings, PLCs, leadership meetings, and department meetings. 	<p>In progress and ongoing</p>	<p>Curriculum, Ass’t Supts</p>	<ul style="list-style-type: none"> • Continue to dedicate staff meeting time to focus on equitable student outcomes and culturally responsive practices



J2: Continued

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
<p>Differentiate PD for Staff</p> <ul style="list-style-type: none"> Define culturally responsive and culturally relevant to be sure all staff has a clear understanding of the terms. Discuss culturally responsive strategies during planning. These discussions can be embedded in PLC time. Use a consistent lesson plan template that includes questions that help to focus instruction on being culturally responsive. Parent/Community Involvement–Get feedback from parents/guardians/community on how they want to be involved 	<p>In progress and ongoing</p>	<p>Curriculum</p>	<ul style="list-style-type: none"> Integrate into all PD sessions Implement PLC framework focused on equitable student outcomes
<p>Measurements might include</p> <ul style="list-style-type: none"> Panorama Survey Data Quarter 1 and Quarter 3 School Culture and Climate survey for parents/guardians/staff Quarter 1 & 3 Second Step - weekly Ripple Effects - ongoing and tailored to specific student needs Cohort Tracker Data - Virtual articulation It is embedded in FTEM evaluations 	<p>In progress and ongoing</p>	<p>Curriculum, Student Services</p>	<ul style="list-style-type: none"> Continue Panorama data collection including the benchmark surveys



J3: Be creative in designing ways for parents of all racial and ethnic identities to interact, network, and experience their common interests.

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Implement the CARE (Community Access to Resources & Education) Center - Orienting families to Lawrence Township - create same materials, expectations, resources for ALL in English and Spanish (continually monitoring additional languages that need to be added).	In Progress	Student Services	<ul style="list-style-type: none"> In progress
Utilize and compensate students as a resource, providing translation services where possible and appropriate	2022-23	HR, Business	<ul style="list-style-type: none"> Added to student worker job description
Expand the Latino Advocacy Council that provides specific opportunities for Latino families	Spring 22	Curriculum	<ul style="list-style-type: none"> Continue grant partnership with Dr. Morita and Purdue University with a focus on Latino parent involvement Continue partnership with La Plaza for Lattino Advocacy Council
Encourage schools to develop multiple themed events taking race, ethnicity, and culture into consideration	Ongoing	Assistant Superintendent	<ul style="list-style-type: none"> Principal PLC discussions
Redesign a “field day” or other existing experiences that incorporates different cultures and interests (athletic, academic, performance arts, etc	Spring 22	Curriculum	<ul style="list-style-type: none"> Ongoing conversations with principals
Increase ways to communicate with parents. ParentSquare is great, but need to consider multiple forms	Ongoing	Technology/Communications	<ul style="list-style-type: none"> Survey parents on preferred communication



J3: Continued

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Explore technology platforms that allow for idea sharing, interaction across parents, networking around common parenting topics.	Spring 2022	Technology/Communications	<ul style="list-style-type: none"> Expand current platforms
Research interactive ways to engage parents when they attend different school functions	Ongoing	Curriculum, Ass't Supt.	<ul style="list-style-type: none"> Principal PLC discussions
Expand PREP both from an information and engagement perspective, including hybrid online options (include restorative practices workshops)	2022-23	Communications	<ul style="list-style-type: none"> Identify future topics



J4: Professional development on critical conversations, empathetic speaking and listening and/or facilitation of conversations on race.

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
Establish a team of trained facilitators within each building to conduct “complex conversations” about race within our district.	Summer 2022	Curriculum	<ul style="list-style-type: none"> • Ongoing
Require “Cultural Competence Now” or other resources to be read and discussed by staff in all LT Divisions and Schools	Immediate and ongoing	All	<ul style="list-style-type: none"> • Ongoing
Develop a recommended reading/resource list for conversations around equitable student outcomes.	Spring 2022	Curriculum	<ul style="list-style-type: none"> • In progress • Post on the Hub
Create a cycle and timeline for ongoing equity audits and recommendations.	Fall 2022	Curriculum	<ul style="list-style-type: none"> • Consultation with Dr. Mayfield
Equity Team and School Improvement Teams will become one and the same.	2022-23	Curriculum	<ul style="list-style-type: none"> • Continued Equity Coaching
Continued collaboration between all LT Divisions/Schools and the District Equity Committee.	Ongoing	All	<ul style="list-style-type: none"> • Ongoing



J5: Partner with sister schools in formulating communities of practice on equity, book studies, and/or action research in equity, institutional racism, cultural competency, culturally responsive practices, etc. When staff and/or leadership is comfortable, open the doors to the parent community as well for rich discussions and exercises. They are likely not sure what to expect from educators engaging in this work but would be open to seeing it modeled positively and particularly understand how this work benefits all students.

Action Step	Targeted Date for Implementation	Division Responsible	Next Steps
<ul style="list-style-type: none"> ● Gather and use data to determine areas where disparities exist within our schools and match schools with common needs 	2022-23 school year	Curriculum	<ul style="list-style-type: none"> ● Data Analysis in progress
<ul style="list-style-type: none"> ● Gather communities of practice across schools to... <ul style="list-style-type: none"> ○ analyze and evaluate the data and/ or determine if more data is needed. ○ identify, analyze, and evaluate current systems and structures that are contributing to and working to improve disparities within our schools. 	Ongoing	Curriculum	<ul style="list-style-type: none"> ● Ongoing
<ul style="list-style-type: none"> ● Engage in Marion County, Indiana and National conversations around equitable student outcomes. 	<ul style="list-style-type: none"> ● Ongoing ● ASCD conference presentation – March 2021 	All	<ul style="list-style-type: none"> ● In progress



“There is nothing passive or dispassionate about being a culturally competent educator. It has nothing to do with your race, ethnicity, culture, class, position, school location, or student population. Culturally competent educators recognize the power of their influence to change the course of history for the better, and they work collaboratively with colleagues to strategically critique where we have failed in the past and where we’ll endeavor to navigate the future.”

- Dr. Vernita Mayfield, *Cultural Competence Now*, pg. 21

