



# STRATEGIC INITIATIVE ACTION PLAN

<b>Focus Area</b>	Effective and Culturally Relevant Instruction
<b>Initiative 3A</b>	Implement culturally relevant practices within all student learning and programming
<b>Draft</b>	August 2019

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## I. Intended Objective of the Strategic Initiative

Objective
Increase our capacity to meet the instructional needs of each learner (in the classroom).

## II. Initiative Description

Brief Description of Initiative
<p><i>Culturally relevant practices are grounded in creating learning environments where all students make connections to what they are learning and teachers meet the learning needs of students contributing to successful academic outcomes.</i></p> <p>We will:</p> <ul style="list-style-type: none"><li>• Review current SPPS equity practices, gather stakeholder input, and reference <a href="#">Culturally Proficient School Systems design model</a> to create a shared understanding of culturally relevant instruction.</li><li>• Provide resources for teachers to implement culturally relevant instruction into their teaching and measurement tools for instructional leaders to ensure accountability</li><li>• Prioritize and integrate the shared understanding of culturally relevant practices in all teacher professional development.</li><li>• Provide resources for educators that support culturally relevant practices.</li><li>• Prioritize and integrate culturally relevant practices in all staff professional development.</li></ul> <p>Strategic Initiative 3a's project plan addresses building a district culture centered on a shared understanding of culturally relevant instruction, its implementation and evaluation for effectiveness. The district culture builds the infrastructure to bring agreement and cohesion to equity work already in place, to bring concrete expectations for implementation and to bring clear processes for evaluation of its effectiveness. With an infrastructure in place, implementation can occur with integrity and accountability. The ability to <i>meet the instructional needs</i> of each learner is at the core why teachers are using culturally relevant instruction. SPPS teacher are working towards the of <i>increased capacity of instructors</i> to meet the instructional needs of each learner (in the classroom).</p> <p>Strategic Initiative 3a encompasses developing professional development for classroom teachers for the common understanding of culturally relevant instruction, its implementation and accountability to support ongoing growth. Professional development will also address teacher growth in examining mindset using a continuum for cultural proficiency and its application in the classroom. Instructional leaders will receive professional development on how to analyze instruction for culturally relevant instruction and processes for accountability.</p>

### III. Rationale

<b>Desired State</b>
<p>Teachers, instructional leaders and those providing professional development have a shared understanding of culturally relevant practices. Following these practices is the norm:</p> <ul style="list-style-type: none"><li>• There is a common understanding of terms and meanings for “culturally relevant” and “instruction.”</li><li>• These common understandings are at the core of all programs, resources, and documents that directly affect classroom instruction</li><li>• The common understandings include Board of Education policies that address classroom instruction.</li><li>• Educators clearly see the connection between the common understanding of culturally relevant instruction, its companion PD and their growth as an instructor.</li><li>• There is a process in place to review and adjust the common understanding of culturally relevant practice in light of new learning and evolving needs.</li><li>• There is an efficient means to collect data and evaluate the effectiveness of culturally relevant instruction.</li><li>• There are support and accountability structures in place that move culturally relevant instruction into practice.</li></ul> <p>The SPPS understanding of culturally relevant instruction is the core upon which all professional development is built. This framework provides space for educators at all levels of effective and culturally relevant instruction to grow.</p> <ul style="list-style-type: none"><li>• The Culturally Proficient School Systems model is referenced to determine the standards for baseline data, professional development, critical consciousness and teacher growth.</li><li>• The SPPS community has unpacked and understands the 4 R’s – rigor, relevance, relationships, and realness</li><li>• Offices, departments and schools have the time and human resources necessary for effective professional development and the best practice of coaching and support</li></ul> <p>Resources are in place to support culturally relevant practices. These include:</p> <ul style="list-style-type: none"><li>• Professional development is integrated with existing Teacher Development and Evaluation practices.</li><li>• Professional development options that provide voice and choice for teachers to construct a path to becoming an effective and culturally relevant master teacher.</li><li>• Resources teachers can access such as a toolkit with rubrics, sample lessons, and/or practice profiles.</li><li>• Curriculum and materials that all students can connect with, including those that reflect underserved and underrepresented racial and cultural groups</li></ul>
<b>Evidence that Demonstrates the Efficacy and/or Best Practices of this Program/Initiative</b>
What research supports culturally responsive instruction builds teachers’ capacity to meet the instructional needs of each learner?

[Cultural Proficiency: A Manual for School Leaders](#), Randall B. Lindsey and Kikanza Nuri-Robins  
[Does Culturally Relevant Teaching Work? An Examination from the Student Perspective](#)  
[The Development of Initial Validation of the Student Measure of Culturally Responsive Teaching](#)  
[So They May Speak...An agenda for Language and Culture Centered School Reform](#) - Models in Action p.23  
[Positive Psychology](#) -  
[Culturally Responsive Practices as Whole School Reform](#)  
[Employing Culturally Responsive Pedagogy to Foster Literacy Learning in Schools](#)  
[Preparing for Culturally Responsive Teaching](#) (Gay, G. 2001)  
[Whose Culture Has Capital?](#) (Yosso, 2006)  
[Pathologizing the Language and Culture of Poor Children](#) (Dudley-Marlinga & Lucas, 2009)  
 School board student testimonies - [March 22, 2016](#), [April 26th, 2016](#), [Feeling Invisible](#), 2017, Senior Survey April, 2018, [May 22, 2018](#)  
 SEAB video [Creating Inclusive Schools](#)  
[Defining Culturally Responsive Teaching: The Case of Mathematics:](#)  
[Culturally Responsive Teaching: Theory, Research, and Practice.](#) Gay, Geneva. Teachers College Press, 2000.

What research supports utilizing change models supports success for implementation?

[Knoster Model for Managing Complex Change](#)  
[Knoster: Managing Complex Change](#)  
[NIRN Implementation Science and Hexagon Tool](#)  
[Professional Learning for Culturally Responsive Teaching, Summary](#)

## IV. Initiative Scope

<b>In Scope</b>
The scope of this phase of implementation is to address instruction in the classroom during regular school hours. The scope of the implementation of this initiative is to involve all SPPS academic offices and departments and that support classroom instruction.
<b>Out of Scope</b>
The Office of College and Career Readiness supervises programming that includes instruction outside of school hours. These include extended day learning (EDL), evening high school, online credit recovery and S-Term. These programs are considered out of scope because they are outside regular school hours, includes partners and vendors we cannot affect (Freedom Schools, APEX) and may include staff who are not SPPS staff during the regular school year/day.

Schools also have the option to offer after school programming in the form of extra-curricular activities. These programs are considered out of scope because they are outside regular school hours, includes partners and vendors we cannot affect and may include staff who are not SPPS staff during the regular school year/day.

## V. Initiative Work Plan

#	Milestone Deliverable or Activity	Responsible	Start Date	Status/ End Date
<b>School Year 2018-2019</b>				
1.	Document analysis of the Culturally Proficient School Systems design model and SPPS documents relating to culturally relevant, culturally responsive and culturally proficient	Strategic Initiative Team	December 2018	complete
2.	Construct draft 1 of description of the knowledge we have right now culturally relevant instruction (CRI), review with target stakeholders	Strategic Initiative Team	January 2019	complete
3.	Shared understanding of CRI draft 2 written and shared with stakeholders	Strategic Initiative Team	March 2019	complete
4.	Shared understanding of CRI finalized and approved	Strategic Initiative Team, Project Sponsor	June 2019	complete
5.	Construct job description, post and hire Project Manager	Project Sponsor, Project Owner, Strategic Initiative Team	April 2019	complete
6.	Construct Why and What (goal and purpose) for ongoing conversations about common understanding of CRI for SY19-20	Strategic Initiative Team	June 2019	complete
7.	Plan for 2019-20 CRI roll-out (outcomes, activities, resources, assessment tools); include what it mean for sites without Learning Leads	Project Manager with Strategic Initiative	July 2019	September 2019

		Team 3a input		
<b>School Year 2019-2020</b>				
8.	Provide workshops for district offices and departments and school leadership on common understanding of CRI and expected application to revising guiding documents and frameworks	Project Manager with Strategic Initiative Team 3a input	June 2019	January 2020
9.	Provide CRI PD for school Learning Leads and their sites per roll-out plan	Project Manager with Strategic Initiative Team 3a input	July 2019	June 2020
10.	Create a seed practice profile with definitive understandings of what CRI is within SPPS	Project Manager with Strategic Initiative Team 3a input	July 2019	December 2019
11.	Develop CRI toolkit of curriculum resources	Project Manager with Strategic Initiative Team 3a input	July 2019	December 2019
12.	Recommend updates to Standards of Effective Teaching (SET) rubric to align with CRI common understanding and practices	Project Manager with Strategic Initiative Team 3a input, SET oversight committee	October 2019	December 2019
13.	Gather evidence from lead sites to support further growth and implementation (interviews, videos, reflections- both teachers and students)	Project Manager, Learning Leads	February 2020	May 2020
14.	Plan for 2020-21 CRI next steps (outcomes, activities, resources, assessment tools, communication) building on current year's successes and learning	Project Manager, with Strategic Initiative Team 3a input	February 2020	May 2020

School Year 2020-2021				
15.	Expand and deepen CRI implementation to additional programs, with full implementation target year of 2021-22	Project Manager, Instructional leadership	August 2020	May 2021
16.	Align CRI practice accountability with Teacher Development and Evaluation (TD & E) evaluation cycle	Project Manager with Strategic Initiative Team 3a input, SET oversight committee	August 2020	May 2021
17.	Check-in conversations about CRI with stakeholders	Project Manager Strategic Initiative Team 3	August 2020	May 2021
18.	Continue building CRI resources, evidence of best practices	Project Manager with Strategic Initiative Team 3a input	August 2020	May 2021

## VI. Performance Indicators

School Year 2018-19			Achievement Completion	
Performance Indicator	Measurement Method	Targeted Achievement	Completed (y/n)	Level of Completion
Shared understanding of effective and culturally relevant instruction (ECRI) is constructed.	The shared understanding is in an infographic that includes clear expectations for implementation	Clear communication to SPPS instructional leaders, instructors, departments and stakeholders about shared understanding of ECRI	Yes	At or above target
		Clear communicated to SPPS instructional leaders, instructors and departments of expectations on the	No	Moved to fall 2019

		application of the shared understanding of ECRI		
Job description for a program manager is constructed, posted and filled	Project managers is hired by July 1	The program manager begins work August 2019.	Yes	At or above target

School Year 2019-20		
Professional development for school and academic administrators, learning leads, and academic coaches	PD plan and schedule	All district educational leaders have received PD on Culturally Responsive Instruction
CRI seed practice profile	Completed Seed Profile Learning lead self reporting	Practice profile is in use at all Continuous School Improvement Sites
District documents that affect instruction are modified to reflect shared understanding of CRI	Documents	30% of district documents that affect instruction are modified
Standards of Effective Teaching (SET)	SET indicators	Indicator review and revision for CRI alignment is complete
School Year, 2020-21		
PD schedule	PExpress	Instructors who are in their formal observation year attend ECRI foundational professional development
District documents that affect instruction are modified to reflect shared understanding of CRI	Documents	60% of district documents that affect instruction are modified
Instructors needing supports for growth in CRI are identified, given support and held accountable for improvement	Teacher Development and Evaluation (TD & E) cycle	CRI practice accountability is aligned with TD & E cycle