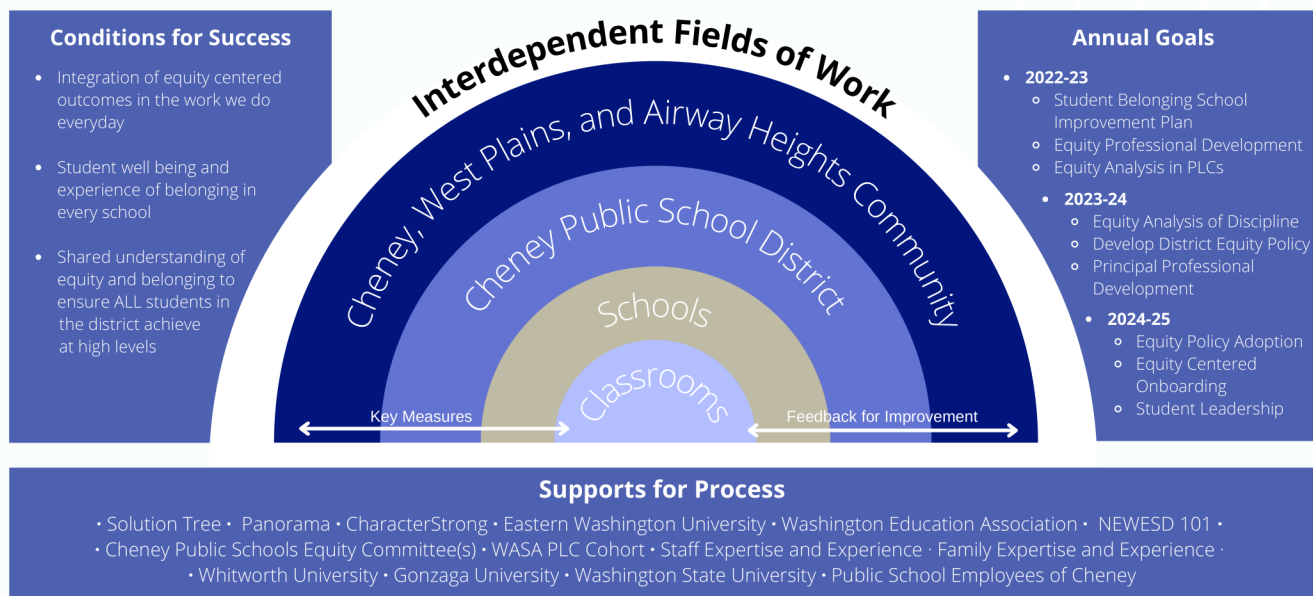


INTRODUCTION TO THE CHENEY PUBLIC SCHOOLS EQUITY THEORY OF ACTION

Fall 2022



Introduction

Over the last two and a half years, the Cheney Public School District community has united its efforts to focus our work to ensure execution of our mission. While navigating through the impact of Covid over the last two years, the district centered all decisions through the lens of supporting students furthest from educational justice. This forced shift moved our district in ways that we want to continue progress forward. Our district mission is: "Cheney Public Schools exists to guarantee a safe and caring environment where ALL students learn at high levels and graduate with options for post-secondary education, careers, and civic engagement."

In order to fulfill our guarantee to all students and our community, we have to be intentional about continuing precise work for and prioritization of our students furthest from educational justice. This Theory of Action (ToA) is a framework creating windows and mirrors for all identities in our district to ensure a sense of belonging and ability to achieve at high levels.

The momentum of this ToA grows from the earnest work of a voluntary equity committee composed of a wide range of district voices, experiences, and staff members committed to developing the systems and structures necessary to overcome barriers preventing student success, actualization, and future possibilities.

What is a Theory of Action?

A theory of action (ToA) is a connected set of propositions that explains how intentional strategies are combined and prioritized to address clearly defined problems and produce desired outcomes.

A clear and well defined ToA is important for three reasons:

1. A clear ToA can make visible how initiative or programmatic plans are grounded in current research and demonstrated best practice.
2. A ToA documents how generalized theories and frameworks are customized with local knowledge and emerging practices to achieve community-specific goals.
3. A ToA offers a clear path for assessment and evaluation, creating insight and innovations that are more rigorous, timely, and useful.



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Theories and Structure

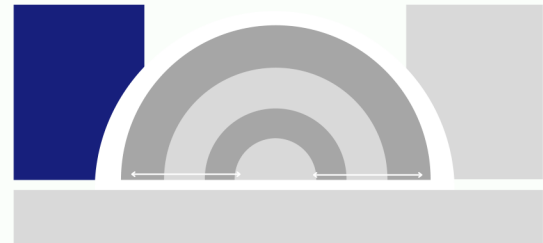
The District Equity Committee theorized that by completing an equity audit we would have a better understanding of the priorities to support improved experiences and outcomes for students and staff in the district.

Equity Audit data will inform key priorities to be included in the district strategic plan in ways that demonstrate and measure growth and improved outcomes for students and staff in the district.

The equity audit consisted of a survey of staff, families and secondary students, analysis of district policy and resources, and the development of a ToA to inform the district wide strategic plan.

Conditions for Success

- Integration of equity centered outcomes in the work we do everyday
- Student well being and experience of belonging in every school
- Shared understanding of equity and belonging to ensure ALL students in the district achieve at high levels

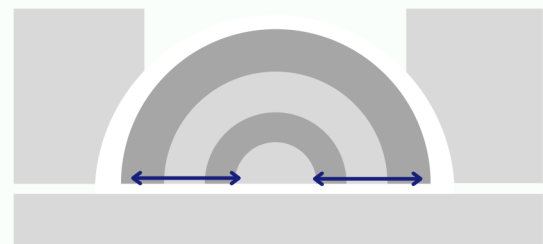


Highlighted portion of diagram represents the three conditions for success.

Key Measures and Feedback for Improvement

Outcome Measures

- Panorama Survey
- District Benchmark Data: CFA, EOU & iReady
- SBA
- MAP
- Discipline incidents
- OSPI Disproportionality Data
- Graduation Rates
- Inclusionary Data
- Post School Outcome Data
- Attendance data



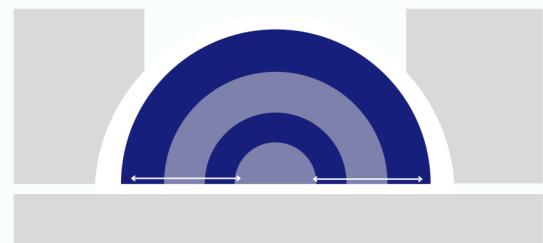
Highlighted portion of diagram represents key measures and feedback

Input Measures

- Staff, Student & Family Equity Surveys
- Leadership Teams feedback
- PLC lead feedback
- PLD/PD session feedback
- Attendance data for staff (PDs as well)

Interdependent Fields of Work

- Community that supports and constitutes the school district; Cheney, West Plains, Airway Heights and surrounding rural areas
- Cheney Public School District
- Individual schools in the district
- Individual classrooms in each school



Highlighted portion of diagram represents the four interdependent fields of work.

Goals and Time Line

2022-23 Goals

- Student Belonging SIP goal at every school in the district
 - Each building will analyze Panorama data and set a Belonging goal as part of the SIP.
- Relevant and meaningful PD at each school that develops staff capacity to see, value, and love each and every student for who they are- in ways that are measured and part of a districtwide analysis.
 - Each certificated staff member will participate in at least one hour of culturally responsive teaching PD.
 - Principals will work with the equity team on ideas and strategies on training for their building staff.
 - Principals will share presentations and outcomes at LC.
- Explicit equity analysis in our PLC process to ensure our PLC at work is truly equity in action.
 - PLC teams will utilize the Equity Reflective Questions as part of the TACA
 - Team leads will be provided professional development on how to implement and share the form with their team.



Highlighted portion of diagram represents time and goals for the equity theory of action.

2023-24 Goals

- Explicit equity analysis of school discipline plan to ensure our students and families are in conversation with staff and administration on ways to improve student engagement.
 - Each school's discipline plan will include an analysis of disproportionality data.
 - Building Guiding Coalitions or other principal-identified team will review and analyze building discipline data on a semester basis.
- All staff have relevant and meaningful PD at each school that develops staff capacity to see, value, and love each and every student for who they are- in ways that are measured and part of a districtwide analysis.
 - DLT will work with the equity team on ideas and strategies on training for the entire district.
- Development of Cheney Public Schools equity policy
- Intentional professional development for principals on how to use student voice in leadership.

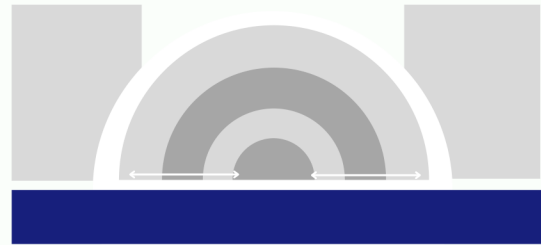
2024-25 Goals

- Formal adoption of equity policy that informs next steps for all district staff and students
 - Integration of equity specific topics in PD each month as determined by building leadership/GC
- Formalized equity centered PD as part of new staff onboarding
- Student voice and leadership system design

Supports for the Equity Theory of Action

The Cheney Public Schools Equity ToA is supported by a number of institutions which are essential to the functioning, success, and impact of the initiative. The supporting institutions are listed below:

| Solution Tree | Panorama | CharacterStrong |
| Eastern Washington University |
| Washington Education Association | NEWESD 101 |
| Cheney Public Schools Equity Committee(s) |
| WASA PLC Cohort |
| Staff, family expertise and experience |
| Whitworth University | Gonzaga University |
| Washington State University |
| Public School Employees of Cheney |



Highlighted portion of diagram represents the institutional supports for the equity theory of action.

Conclusion

This ToA is the catalyst to ensure action so that we can actually provide the guarantee in our mission.

We provide this ToA as a roadmap to focus our work in ways that demonstrate action and growth that are equity centered and mission aligned.

Our ToA illuminates the integrity of equity in action as part of the work we are already doing and have been doing in service of the Cheney, Airway Heights, and West Plains community for generations. This is a resource that invites everyone to a conversation based on an interest of belonging and actualization for all students, staff and community members that contribute to Cheney Public Schools District.



**Cheney Public Schools
Equity Committee(s)**

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Key Personnel - Equity and Inclusion

Superintendent: Dr. Ben Ferney
Director T & L: Kelly Niccolls



Acknowledgements: We want to thank all district staff, students and families that participated in providing feedback and reflections on their experiences in our district. We also want to thank our district leaders who have supported our equity committee efforts and for engaging in key learning to ensure each and every student knows they belong in our school learning communities. And a special thanks to our equity committee members who gave their time and efforts over the year to engage in research, action, and development of this Theory of Action.