

RACIAL EQUITY ACTION PLAN

2020-2021

<p>Goals & Principles</p> <p>Goal 1: Engage in district-wide reflection to identify and eliminate systemic barriers to educational racial equity</p> <p>Principle #1: We believe racial equity work involves restructuring processes and practices related to instruction, student discipline, resource allocation, curriculum adoption, hiring, and all other systems that have historically had a negative impact on students of color, impeding their success.</p> <p>Actions: Eliminate racial disparity and disproportionality in all aspects of classroom, school, and district systems (e.g. disproportionality in discipline of students of color and special education, underrepresentation in various advanced learning programs).</p>	<p style="text-align: center;">Priority Strategies & Evidence of Impact: 2020-2021</p> <p>1.A Leadership</p> <ul style="list-style-type: none">● Hire an administrator for racial equity and inclusion.● Begin operationalizing the Racial Equity Policy and ensuring the use of the Racial Equity lens tool for decision making across the district in a variety of settings including, but not limited to building and district leadership teams, and initiatives related to the district strategic plan. <p>Evidence of Impact:</p> <ul style="list-style-type: none">● Addition of a racial equity administrative lead to the district leadership team.● Decisions made by district, building and departments will demonstrate the use of the racial equity policy and racial equity lens tool.● Items brought before the board for consideration will be processed using the racial equity lens tool. <p>1.B Changing Systems and Practices</p> <ul style="list-style-type: none">● Based on district-wide data review, identify specific areas that represent systemic barriers to racial equity that will become the focus of change at the district, school, and classroom level.● Support building and district teams to prioritize setting goals and developing action plans to address the identified areas.● Provide resources and organizational support to assist building and district teams in addressing identified changes.● Explore ways to shift communication structure with families to better reflect the strengths of our multilingual community. <p>Evidence of Impact:</p> <ul style="list-style-type: none">● Monitor progress on Racial Equity Goals that are infused in the strategic plan and the building improvement plans.● Data Dashboard shared with the school board will report on Racial Equity related progress included in the district Strategic Plan.● School Leadership Teams will regularly monitor progress towards meeting their identified racial equity goals at least quarterly.● Planning committees are convened annually in the spring in order to review progress and modify goals for the following year.● Majority languages of families are equally represented in building, district, and community communications and events. <p>1.C Hiring Practices</p> <ul style="list-style-type: none">● Develop rationale, policies, and a hiring process that prioritizes hiring high quality:<ul style="list-style-type: none">○ Applicants that have experience and success with our students (migrant, bilingual/trilingual/multilingual, in-program students, indigenous experiences, etc.).○ Applicants that reflect the diverse backgrounds/experiences and language resources of our students (migrant, bilingual/trilingual/multilingual, in-program students, indigenous experiences, etc).● Review the hiring process to ensure it is conducive to hiring high quality bilingual and biliterate educators.<ul style="list-style-type: none">○ Posting: job qualifications.○ Recruitment efforts: Partnerships and visibility within universities: Maestros para el pueblo, WALAS, (Washington Association of Latino Administrators and Superintendents) and ALAS (Association of Latino Administrators and Superintendents), the Martinez Fellowship Program, and others organizations.○ Consider hiring a recruiter to focus on identifying potential applicants.○ Application materiales requested: ensure accessibility to multilingual candidates (i.e. electronic references in Spanish).○ Application Screenings will identify social justice and equity minded applicants who understand humanizing pedagogy and language acquisition.
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- Consider using Performance Tasks during the interview or application process that would demonstrate a conceptual awareness for understanding how to serve our students.
- Interview Process: racial and linguistic representation of stakeholders (i.e. allowing multilingual candidates to use all language resources during interview).
- Consider Site Visits prior to hiring for leadership positions.
- Reference Checks: ensure accessibility to multilingual references.
- Streamline the hiring timeline and ability for the district to make timely offers of employment to candidates that match the demographic of our students.
- Consider hiring a cadre of full time educators who match our hiring priorities when they become available to serve as substitutes until an appropriate teaching position opens.
- Retention efforts: mentorship program that matches mentees with mentors with same certification, specialization, and/or content area (i.e. DL teacher with DL teacher or language specialists with language specialist).
- Offer racial equity onboarding for new staff that includes the intersectionality of curriculum and learning design appropriate for all students.
- Create a compensated support structure/affinity groups for educators of color: teachers, paras, and administrators.
- Consider centralizing the hiring process at the district office to ensure the ability to hire candidates early in the spring.
- Consideration of access to a stipend for bilingual educators who pass the speaking and writing ACTFL at the advanced mid or higher level and regularly work in multiple languages to serve students.

Evidence of Impact:

- Growth in multilingual and multicultural hires at all levels.
- Track retention rate of teachers of color compared to mainstream teachers.
- Increase of former students from Maestros para el pueblo and alternative route partnerships.
- Infuse racial equity training into new staff orientation and mentorship activities.
- Partnerships with local colleges and universities for multilingual and multicultural candidate recruitment efforts.
- Updated policies and procedures that identify the rationale for hiring staff who best represent our student population.
- Increase in parent comfortability of communicating with their students school/teachers as determined by parent surveys and participating in schools functions.

Goals & Principles	Priority Strategies & Evidence of Impact: 2020-2021
<p>Goal 2: Ensure cultures of equity that transform inequitable policies and systems</p> <p>Principle #2: We believe that adults perpetuate the educational debt when operating from a historical framework of implicit and/or explicit discrimination and bias.</p> <p>Action: Create safe and welcoming environments for all students and families by developing and deepening critical consciousness around issues of racial equity.</p>	<p>2.A Professional Learning</p> <ul style="list-style-type: none"> ● Conduct racial equity training in August for administrators and for staff who have not participated in past summer institutes. ● Provide racial equity training for staff in the transportation, food services, and other classified departments. ● Provide ongoing support for Equity Leads and principals in their work with staff to disrupt “historical frameworks of implicit and/or explicit discrimination and bias” to improve student outcomes. ● Work towards equitable opportunities and representation in elective courses, after school activities, clubs, and advanced class offerings. ● Support the continued growth of racial equity leadership across the district to encourage partnerships with professional organizations and collaboration with other educational organizations. <p>Evidence of Impact:</p> <ul style="list-style-type: none"> ● Annually update the list of staff who participated in the August Onboarding training sessions. ● Classified departments will increase engagement with racial equity training. ● Equity Lead Facilitators and the administrative equity lead will provide PLC and collaborative opportunities for equity leads and building administration to support the ongoing racial equity work. ● Annually review the participation rates in advanced classes, elective and CTE classes and after school clubs and activities to ensure that opportunities are being accessed equitably between student groups. <p>2.B Engagement Opportunities for Families and Community</p> <ul style="list-style-type: none"> ● Provide family and community sessions that support deep engagement and collaboration in support of the districts commitment to racial equity. ● Actively engage and partner with community organizations to support conversations with educators, families and the community related to Racial Equity and Social Justice. <p>Evidence of Impact:</p> <ul style="list-style-type: none"> ● Sign in sheets and evaluations from community and family engagement sessions related to collaboration about racial equity. ● Family voice and feedback informs our racial equity work ● Feedback from families and community is incorporated into decisions that are guided by the racial equity lens tool. ● The district will reconnect with families and the community to share how their engagement informed the process.

Goals & Principles

Goal 3:

Provide instruction, curriculum, and learning environments reflecting the strengths and needs of our students allowing them to reach their academic potential

Principle #3: We believe all students deserve humanizing pedagogy that builds on students' lived experiences and develops a critical consciousness and cross-cultural awareness.

Action: Build on the diverse cultural and linguistic values of our student' backgrounds.

Priority Strategies & Evidence of Impact: 2020-2021

3.A Instruction in all settings

- Identify and implement an Instructional Framework (such as TIAHUI) to promote a more Humanizing Pedagogy related to instruction, curriculum, and the learning environment that builds students' critical consciousness. TIAHUI: Teaching Critical Consciousness, Interconnectedness through Student-Centered Instruction, Agency through Critical Praxis, Historical Literacy Development, Unity through Community, and Intersectional Identity Development (Gonzalez, N. (2020). Xicanx Institute for Teaching and Organizing, XITO. *Humanizing Pedagogy and Community Building for Latinx and Migrant Students*. Mount Vernon, WA Institute III).
- Implement unit plans and lessons that reflect a humanizing pedagogy at all grade levels and content areas.
- Honor the linguistic richness of the school community as early as Pre-K/Kinder. (Asset-based philosophy).
- District-wide commitment to a multilingual perspective that supports the development and access of multilingual learners.
- Provide professional learning for teachers on language acquisition and instructional design for multilingual learners.
- The high school will work with a consultant to help facilitate conversations about racial tolerance and respect with students, staff, and families.
- Intentionally design learning to include the four modalities (speaking, listening, reading, and writing) to support students with language and literacy development.
- Provide training and support for staff to implement the Time Immemorial curriculum at all levels
- Intentionally design instruction where student voice and engagement promotes equitable participation from all students.

Evidence of Impact

- Students and staff will learn skills needed to successfully navigate conversations centered on race and social justice.
- Student access to humanizing pedagogy will be demonstrated through strong unit plans and lessons.
- Collect ongoing student data related to attendance, student discipline and grades.
- Improved Results of CEE Student Survey or other similar surveys on Supportive Learning Environment, Monitoring Teaching & Learning, and Belonging & Identity scales will reflect positive student perceptions of their relationships with their teachers.
- Specialists and coaches will be trained to support staff with implementation of humanizing pedagogy and language acquisition for district-wide impact.
- Increase in graduation rate of multilingual learners.
- Analyze yearly assessment scores to ensure the increase in the percentage of multilingual students are acquiring language as expected.
- Instruction is informed through understanding language proficiency assessment scores.
- Review the percentage of exited language program students at grade level in reading, writing, and science according to state assessments.

3.B Curriculum

- A review of resources by a representative committee (Dual Language, Language Specialist, Migrant, Special Education, and equity leads) will occur as part of the curriculum adoption process prior to purchase that ensures that materials are reflective of our student population and appropriate for a wide variety of learners including students with disabilities and or language support services.
- Provide a review tool for each grade level and content area to ensure the curriculum being utilized is reflective of our student population and appropriate for a wide variety of learners including students qualified for Special and Support Services and Language support services.
- Consistent process to review and refine curriculum to ensure alignment to our Racial Equity Policy and fidelity of implementation.
- Begin a systematic plan to increase student access to additional fiction and nonfiction texts that reflect the stories and accomplishments of diverse perspectives and experiences.
- Develop a systematic process to provide support and training for staff to organize and coordinate instructional resources by grade level that align to the Social Justice Standards.
- Encourage and promote the use of effective strategies for language learners including Project Based Learning and thematic instructional units for conceptual development.

Evidence of Impact

- Inventory of additional fiction and nonfiction texts that reflect the stories and accomplishments of diverse perspectives and experiences that have been purchased.
- Inventory of district-adopted curriculum with applied lenses and suggestions for adaptation.
- The curriculum adoption process will demonstrate evidence of multiple perspectives that have ensured that the curriculum is appropriate for our diverse student population.
- Each grade level has an organized list of instructional resources that have been provided by the district equity team and are developmentally appropriate to advance the goals of the district. Professional Development and support is available for staff to become familiar with the resources.

3.C Pathways to Biliteracy/Multiliteracy

- Develop and implement a district-wide multilingual master plan that promotes research-based instructional design for all learners.
 - Continue the work to expand course options for students in the dual language program at the middle and high school level.
 - Explore the creation of a second elementary dual language program.
 - Continue the work to add heritage Spanish at the middle and high school level.
 - Support the expansion of heritage language opportunities at the elementary level.

Evidence of Impact

- Expansion opportunities for dual language students at the middle and high school level.
- Identify an additional elementary school to serve as the future host for an additional dual language program and develop an action plan.
- Increase of Heritage Spanish opportunities at all levels.
- Increase the number of students who graduate with the Seal of Biliteracy.

Goal 4:
Elicit and engage students, family and community voice and advocacy in our schools, classrooms and in decision-making efforts.

Principle #4: We believe partnering with families and community-based organizations that have a role in supporting our students will reinforce the support necessary for students to be successful and will ultimately enhance the greater Mount Vernon community.

Action: Invite family and community members who are representative of the diverse experiences and perspectives in our community to be present in the decision-making process in order to ensure cultural inclusivity and representation.

Priority Strategies & Evidence of Impact: 2020-2021

4.A Student Partnerships

- Regularly provide experiences for students to share their voice and opinions and grow their leadership skills (School Board, ASB, Hiring, School Improvement Efforts, etc).
- Ensure an equitable representation of students are participating in leadership growth opportunities.

Evidence of Impact:

- Board notes and meeting minutes, will contain examples of how student voice and feedback helped to inform the decision making process.
- Results of CEE Student Survey or other similar survey, on Supportive Learning Environment, Monitoring Teaching & Learning, and Belonging & Identity scales.
- Growth in the access to clubs, activities, and leadership opportunities by diverse students as demonstrated by disaggregated participation reports.

4.B Family and Community Partnerships

- Develop a tiered communication system to ensure that when the district communicates with families it is providing information in a manner that is accessed.
- Ensure that parent and family groups associated with the district are representative of our student population. “Nothing about us without us.”
- Work to expand Partnerships with key community-based organizations to help inform and refine our outreach efforts with families by sharing their perspective (SeaMar, Community Action, Children of the Valley, PAC, Communities in Schools, Catholic Community Services, OIC Farmworkers, and faith based organizations).

Evidence of Impact:

- Increase in the participation rate of bilingual families in student conferences.
- Increase in the representative voice of families at all levels focusing on feedback and suggestions in an accessible format from families that are underrepresented.
- Improve access to social, emotional, health, financial, vocational, and other essential resources for students and their families.