FRANKLIN TOWNSHIP PUBLIC SCHOOLS

Excellence, Opportunity and Affirmation For Every Child

District Equity Plan
2021-2024

FTPS Districtwide Equity Plan
2021-2024

February 24, 2020

Dear Franklin Township Families and Community Members:

We are pleased to share this document with you, as it represents hundreds of hours of data collection and analysis that help us better understand the equity issues facing our students. More than a mere list of action items, this District Equity Plan establishes a commitment -- to our students, our families, and our district staff members -- to moving forward together with courage to do the work that will begin to yield equitable outcomes for our district families.

In July 2020, to address systemic racism in our district, the Franklin Township Board of Education approved Lanise Stevenson's proposal to conduct a system-wide equity needs assessment. This rigorous qualitative and quantitative analysis enabled us to identify the factors that contribute to a sense of school belonging for students from traditionally marginalized racial and ethnic minority backgrounds. The needs assessment helped us to identify processes and practices that cause or contribute to inequitable student outcomes.

Ms. Stevenson presented her findings to the District Equity Core Team and its subcommittees in January and then recommended research-based intervention strategies that can best address the equity issues that were surfaced. As the following pages show, four areas were identified -- Anti-Racism, Cultural & Linguistic Responsiveness, Equity Literacy, and School Belonging -- each with its own overarching goal, followed by benchmark goals to reach along the way. When reading this plan, please also note the bold-faced statements we highlighted to indicate language from the Board of Education's Anti-Racism policy, approved in August 2020.

Thank you for supporting us in this important work. We will count on the school community's goodwill, collaboration, and support in seeing this District Equity Plan succeed.

Sincerely,

John A. Ravally, Ed.D.
Superintendent of Schools

Daniel C. Loughran
Assistant Superintendent for Curriculum & Instruction

C.A.R.E. — CENTER FOR APPLIED RESEARCH & EQUITY

FTPS Districtwide Equity Plan
2021-2024

Domain 1: Anti-Racism
Overarching Goal: *Increase the awareness of systemic racism and inequities that exist in our school community.*

By the end of the 2020-2021 school year, stakeholders will...
- Explicitly highlight examples of systemic racism and inequities in curricular units of study.
- Provide and structure opportunities for students to share their personal experiences with systemic racism and inequities.
- Disaggregate data to identify disparities between racial groups in student academic performance, achievement, and participation in academic programs (high school graduation rates, advanced course participation, standardized test scores, suspension rates, and the identification of students as gifted and talented, or requiring special education services).
- **Respect and champion the diversity and life experiences of all community members.**
- **Acknowledge that racism is often compounded by other forms of discrimination, including, but not limited to, access disparities, implicit bias and microaggressions.**
- Elevate opportunities for stakeholders to volunteer with anti-racist or racial justice organizations.
- Audit each curriculum to identify the degree to which it creates authentic connections about the history and contributions of racial and ethnic minorities
- Use a survey tool to assess cultural or racial biases of all teacher applicants and long-term substitutes.
- Require *Race, Gender, and Equity* for all FHS graduates, beginning with the Class of 2025.

By the end of the 2021-2022 school year, stakeholders will...
- Embed within each curriculum opportunities for authentic connections about the history and contributions of racial and ethnic minorities.
- Design assessments with examples of the history and contributions of racial and ethnic minorities.
- Critically examine each curriculum to determine whether it reinforces negative cultural stereotypes.

By the end of the 2022-2023 school year, stakeholders will...
- **Establish and sustain a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.**

By the end of the 2023-2024 school year, stakeholders will...
- **Establish and sustain a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.**

FTPS Districtwide Equity Plan
2021-2024

Domain 2: Cultural & Linguistic Responsiveness

Overarching Goal: *Develop a culturally and linguistically responsive (CLR) mindset that enables individuals and organizations to recognize the implications of race and equity on all aspects of teaching, learning, and leading.*

By the end of the 2020-2021 school year, stakeholders will…
- Respond and interact effectively with people who differ racially, linguistically, and culturally.

By the end of the 2021-2022 school year, stakeholders will…
- Improve teaching, learning, programs, and services and ask students to provide feedback indicating the learning activities that are effective in helping them to learn.
- Encourage teachers to remove low-frequency vocabulary and complex language structures from assessments, which often serve as barriers that have no relevance to the learning being assessed.

By the end of the 2022-2023 school year, stakeholders will…
- Ensure all students complete their education prepared for success in college, career, and community.
- Facilitate teacher access to training(s) on assessment reliability.
- Develop comprehensive curricula that promote a CLR school environment.

By the end of the 2023-2024 school year, stakeholders will…
- Monitor progress in all areas identified above and revisit areas that may still need collective focus.

FTPS Districtwide Equity Plan
2021-2024

Domain 3: Equity Literacy

Overarching Goal: *Develop a shared understanding of the research-based strategies to increase equity in all school environments.*

By the end of the 2020-2021 school year, stakeholders will…

- Interpret curriculum by encouraging staff members to talk about issues of diversity, values, and social justice and by modeling equity beliefs for school staff members.
- Use instructional practices that recognize the potential for bias in special education identification and which support research-based instructional practices.
- Establish a system of assessment and evaluation practices to monitor progress toward achievement gap reduction and celebrate all achievement gains

By the end of the 2021-2022 school year, stakeholders will…

- Develop a shared understanding and common language for what it means to incorporate equity into teaching practice by implementing the 27 equitable classroom practices (ECPs), which are observable and measurable teacher behaviors that reflect culturally relevant teaching practices.
- Interpret curriculum by clarifying misconceptions about equity issues and creating a safe, affirming school environment.
- Use assessment and evaluation practices that provide appropriate accommodation on assessments and discourage strategies that involve "gaming" the accountability system.
- Involve community members by recognizing the expertise of parents and community members and creating partnerships with parents to support learning.

By the end of the 2022-2023 school year, stakeholders will…

- Use instructional practices that enable teachers to provide all students with the support they need.
- Use assessment and evaluation practices that increase the reliability of assessments for diverse student populations and avoid cultural, linguistic and gender bias in item writing.

By the end of the 2023-2024 school year, stakeholders will…

- Use instructional practices that provide all students with access to the whole curriculum.

FTPS Districtwide Equity Plan
2021-2024

Domain 4: School Belonging
Overarching Goal: *Create a nurturing school environment where stakeholders feel personally welcomed, accepted, respected, included, and supported by school staff members in the school social environment*

By the end of the <mark>2020-2021</mark> school year, stakeholders will…
- Create a nurturing school environment where stakeholders feel personally welcomed, accepted, respected, included, and supported by school staff members in the school social environment by increasing the percentage of students who feel a sense of belonging in school by *obtaining information regarding students' academic interests and weaknesses*.

By the end of the <mark>2021-2022</mark> school year, stakeholders will…
- Create a nurturing school environment where stakeholders feel personally welcomed, accepted, respected, included, and supported by school staff members in the school social environment by increasing the percentage of students who feel a sense of belonging in school by…
    - designing a classroom environment using displays that reflect a variety of cultures and languages.
    - asking students to provide feedback indicating the learning activities that are effective in helping them to learn.
    - using varied forms of formal and informal communication to highlight the diversity of extra-curricular activities.
- Foster a school culture and climate that centers student voices and affords students agency by creating a structure that helps students identify trusted adults.
- Support strong student-teacher relationships by reinforcing the value of mutual respect, inclusion, and democratic practices by continually adopting a stance that demonstrates the district's endorsement of these values.

By the end of the <mark>2022-2023</mark> school year, stakeholders will…
- Monitor progress in all areas identified above and revisit areas that may still need collective focus.

By the end of the <mark>2023-2024</mark> school year, stakeholders will…
- Monitor progress in all areas identified above and revisit areas that may still need collective focus.

FTPS Districtwide Equity Plan
2021-2024

Equitable Classroom Practices

Culturally and Linguistically Responsive Pedagogy requires a foundational understanding and competency in the use of Equitable Classroom Practices (ECPs). ECPs are 27 observable and measurable teacher behaviors that reflect culturally relevant teaching practices. They include the following:

1. Welcomes students by name as they enter the classroom
2. Uses eye contact with high- and low-achieving students
3. Uses proximity with high- and low-achieving students equitably
4. Uses body language, gestures, and expressions to convey a message that all student's questions and opinions are important
5. Arranges the classroom to accommodate discussion
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students
7. Uses a variety of visual aids and props to support student learning
8. Learns, uses, and displays some words in students' heritage language
9. Models use of graphic organizers
10. Uses class building and team building activities to promote peer support for academic achievement
11. Uses random response strategies
12. Uses cooperative learning structures
13. Structures heterogeneous and cooperative groups for learning
14. Uses probing and clarifying techniques to assist students to answer
15. Acknowledges all students' comments, responses, questions, and contributions
16. Seeks multiple perspectives
17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content
18. Identifies students' current knowledge before instruction
19. Uses students' real-life experiences to connect school learning to students' lives
20. Uses Wait Time
21. Asks students for feedback on the effectiveness of instruction
22. Provides students with the criteria and standards for successful task completion
23. Gives students effective, specific oral and written feedback that prompts improved performance
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard
25. Explains and models positive self-talk
26. Asks higher-order questions equitably of high- and low-achieving students
27. Provides individual help to high- and low-achieving students

C.A.R.E. CENTER FOR APPLIED RESEARCH & EQUITY