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DIMENSIONS OF EQUITABLE OUTCOMES STATEMENTS:

School Funding: All students attend schools that are well funded and to meet their needs and those dollars are used well.

Teaching Quality: All students will experience an effective educator workforce that supports and reflects student diversity.

Instructional Time and Attention: All students get the instructional time and teacher attention they need to thrive.

Rigorous, Empowering Curriculum: All students are held to high expectations and have access to culturally relevant rich and empowering curriculum materials, coursework, and class offerings.

Diverse and Inclusive Schools and Classrooms: All students attend schools and classes that are racially, socio-economically, and culturally diverse and inclusive of English learners and students with disabilities.

Whole Child Approach: All students feel engaged, respected, like they belong in school. They have academic, physical, and mental supports they need to succeed in school and life.

School Leadership Quality: All students experience effective school leadership that raises the overall effectiveness of their entire teaching staff.

Outcomes, Strategies & Investments (a planning template)

	FOCAL AREAS *(Student's Behavior Mental Health, Increasing academic achievement, Reducing disparities)*	Student's Behavioral Mental Health, Wellness, and Safety					
	Outcomes (Visions)	**S1**	**S2**	**S3**	**S4**	**S5**	**S6**
1	**All students report a sense of belonging, well-being, self-identity, and safety at school.**	X	X	X			X
2	**Every student graduates with college, career, employability skills and post-secondary goals.**		X	X	X		
3	**All students have access to well-rounded educational**				X		X

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	opportunities that incorporate culturally and linguistically responsive teaching practices.						
4	All student groups will increase math achievement as measured by the state summative assessment.			X		X	X

STRATEGIES (What)
S1	Implement K-12 Social-Emotional practices in all classrooms and school environments.
S2	Build a comprehensive network of community partners, including families, to support students' social-emotional, academic, and mental health well-being.
S3	Implement a multi-tiered system of support. (Academic & Behavior)
S4	Build a comprehensive college, career, and life-readiness program that equitably aligns to students' needs, strengths, interests and post-secondary goals.
S5	Implement best practices in math instruction to increase student math achievement as measured by the state assessment.
S6	Braid Racial Equity and Restorative Justice strategies into our instructional core work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student.

Focal Area: MENTAL AND BEHAVIORAL HEALTH

Outcomes	All students will report a sense of belonging, well-being, self-identity, and safety at school.
Strategies	- Implement aligned K-12 Social Emotional curriculum and practices. (S1 - Build a comprehensive network of community partners, including families, to support students' social-emotional, academic, and mental health well-being. (S2) - Implement a multi-tiered system of support to create a collaborative culture of care in every North Marion School. (S3) - Braid racial equity and restorative justice strategies into our instructional core work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student. (S6)

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Community Feedback	Student, parent and staff surveys indicated that student mental health and safety is a top priority.
District Data The Need	**SEL data tracked for Title 4** 75 Referrals for disruptive, violent, aggressive, harassment 10 Room clears 67 In-School Suspensions 49 Out of School Suspensions 10 Expulsions 12 Threat Assessments 23 Functional Behavior Assessment 1586 How many students visit our wellness room 465 Calming Corner Visits-Primary 28 Suicide Risk Assessments
Educational Research	**Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge/Taylor & Francis Group.** The following sources of evidence concentrating on effect size were accessed: ● Parental Involvement-.50 ● Decreasing Disruptive Behavior-.34 ● Social Skills Programs-.39 ● Self-Efficacy-.92 ● Reducing Anxiety-.42 ● Comprehensive Programs-.47 ● Behavioral Intervention Programs-.62 ● Positive Peer Influences-.53 **Hagelskamp, C., Brackett, M. A., Rivers, S. E., & Salovey, P. (2013). Improving classroom quality with the RULER approach to social and emotional learning: Proximal and distal outcomes. *American Journal of Community Psychology, 51*(3-4), 530-543.**

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	The RULER Approach is designed to improve the quality of classroom interactions through professional development and classroom curricula that infuse emotional literacy instruction into teaching-learning interactions. Research indicates that implementation of social-emotional learning, with fidelity, increases academic achievement by eleven percentage points. **Jeynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children's academic achievement. Education & Urban Society 35(2): 202-218.** The research is consistent, and convincing Parent, family, and community involvement in education correlate with higher academic performance and school improvement. Researchers cite parent-family community involvement as a key to addressing the school dropout crisis and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students. The evidence holds true for students at both the elementary and secondary level, regardless of the parent's education, family income, or background—and the research shows parent involvement affects minority students' academic achievement across all races.		
SIA Investment Activities	1. Provide comprehensive professional development for all school and community stakeholder groups 2. Identify, purchase and implement a social-emotional needs assessment tool (Youth Truth). 3. Recruit and hire onsite licensed mental health professionals, to include therapists, psychologists, behavior specialists, and social workers. 4. Provide family training opportunities in order for families to be active partners in this work. 5. Open Family Wellness Center, available beyond the school day, staffed through partnership with local health care providers. 6. Hire 2 "respite/relief" IA's to give high-needs classroom teachers and IA's a break during stressful periods of the day. 7. Remake an unused room in each school to be staff wellness center 8. Pay stipend to coaches / hire outside coaches for adult wellness activities before and afterschool. 9. Provide Security personnel to monitor hallways during the school day 10. Provide additional IA's for high-needs classrooms in K-8, and IA resource for 9-12 11. Hire Psychologists and Social Workers for Middle and High School	**O#** 1	**S#** 1

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	12. Open District Family Welcome Center to provide one-stop registration, counseling, and access to information about services. **EXAMPLES:** Migrant Parent Family Nights with activities, food, childcare Classes in English Language instruction for parents Classes to better understand and act-upon Social-Emotional issues with students		
Equity Lens	**North Marion School District** uses Social Emotional Learning to help students examine their various identities (e.g., race, ethnicity, culture, gender, socioeconomics, and religion) and assets, reflect on and appreciate diversity, and co-create inclusive environments. North Marion School District guides all schools in adopting evidence-based SEL programs and practices that are culturally affirming and relevant to their communities and needs. From: CASEL SEL District Reflection **SEL is relevant for all students in all schools and affirms diverse cultures and backgrounds.** All students bring to school their identities, strengths, values, lived experiences, and culture. SEL does not seek to have students conform to the values and preferences of the dominant culture but uplifts and promotes understanding of the assets of diverse individuals and communities.		

FOCAL AREA: INCREASING ACADEMIC ACHIEVEMENT/REDUCING DISPARITIES

Outcome	**Every student graduates with college, career, employability skills and post-secondary goals.**
Strategies	● Build a comprehensive network of community partners, including families, to support students' social-emotional, academic, and mental health well-being. (S2) ● Build a comprehensive college, career, and life-readiness program that equitably aligns to students' needs, strengths, interests and post-secondary goals. (S4)
Community Feedback	1. Additional opportunities for CTE and STEM courses at the Middle School level. 2. Increased opportunities for world languages to prepare students for work in a global economy.

	3. Construct a network of community business partners to enhance real-world opportunities for all students. 4. Parents and students selected bilingual education as a top priority to improve the district programs. 5. Updated website needed.
District Data	1. High school graduation rates for CTE participants is 91.74% and CTE completers is greater than 95% for 4-year graduation rates. 2. Special Education Graduation rate is 68.18 and for Economically Disadvantaged it is 80.36. 3. Language Courses are limited in the NMSD decreases the opportunity for early language and dual immersion instruction.
Educational Research	**Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge/Taylor & Francis Group.** The following sources of evidence concentrating on effect size were accessed: ● Students' beliefs, attitudes, and dispositions-self efficacy is .92 ● Relations of high school to university achievement-.60 Olivos, E. & Lucero, A. (2018) Latino Parents in Dual Language Immersion Programs: Why are they so satisfied? Goldman, S. (2018) Dual Language Two-Way Immersion Programs: Exploring Instructional Practices that Promote Literacy Proficiency for Spanish-Speaking English Language Learners. The Forgotten Middle Ensuring that All Students Are on Target for College and Career Readiness before High School. Executive Summary. Retrieved from: www.act.org/research/policymakers/reports/ ForgottenMiddle.html Family-School-Community Partnerships 2.0 Collaborative Strategies to Advance Student Learning. Copyright ©2011 by the National Education Association. Retrieved from: http://www.nea.org/assets/docs/Family-School-Community-Partnerships-2.0.pdf Building a Strong Relationship Between Competency-Based Pathways and Career Technical Education. Retrieved from: https://www.achieve.org/CTECBPConnections Universal Design for Learning. Retrieved from: udlguidelines@cast.org Samuels, A. (2016). What Are Multi Tiered Systems of Supports?. Education Week. Retrieved from: https://www.edweek.org/ew/articles/2016/12/14/what-are-multitiered-systems-of-supports.html

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SIA Investment Activities	1. Expand CTE Offerings using Regional Model 2. Start AVID Program at the Middle School, expand to High School the following year. 3. Expand AP Course offerings 4. Revise or replace SIS, improve website and hire communication and data specialists to provide seamless support to students, families and K-12 staff.
	Bilingual surveys to community, removed language barriers from community forums, analyzed data to target strategies aimed to reduce the disparity, developed annual growth targets to address disparities in achievement for our marginalized groups,

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FOCAL AREA: INCREASING ACADEMIC ACHIEVEMENT/REDUCING DISPARITIES

Outcome	**All students have access to well-rounded educational opportunities that incorporate culturally and linguistically responsive teaching practices.**
Strategies	● Build a comprehensive college, career, and life-readiness program that equitably aligns to students' needs, strengths, interests and post-secondary goals. (S4) ● Braid Racial Equity and Restorative Justice strategies into our instructional core work with our students, teachers, and build our organizational culture and capacity to create a strong foundation to support every student. (S6)
Community Feedback	EL Parent survey and comments stated that staff would benefit from learning Students selected bilingual education as their #1 pick for desired improvements to their education program. Students and staff suggested that to increase instructional time, reduce advisory, add an afterschool homework help/club activities, and add enrichment and academic summer school for students who struggle throughout the year or want enhanced learning opportunities. Need therapist and or behavioral specialists
District Data	SEE LONGITUDINAL DATA FORECAST 5 REGIONAL DATA

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Educational Research	Hammond, Zarreta (2015). Culturally Responsive Practices and Practices and the Brain. de la Cruz, Bill (2017). Finding the Origination Point: Understanding Our Biases to Create a More Peaceful World. Arbinger Institute (2016) The Outward Mindset Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge/Taylor & Francis Group. The following sources of evidence concentrating on effect size were accessed: ● Comprehensive instructional programs for teachers-.72 American Psychological Association. Ethnic and Racial Disparities in Education: Psychology's Contributions to Understanding and Reducing Disparities Muñiz, Jenny. Culturally Responsive Teaching. A 50-State Survey of Teaching Standards. Last edited on March 28, 2019 at 9:00 a.m. EDT.
SIA Investment Activities	1. Provide Bias/Equity and Culturally Responsive Practices training to all staff, community, and students. 2. Implement AVID program at the Middle School and then High School 3. Continue teacher and administrator training in Best Practices in Teaching Math, through TDG, to increase academic rigor of math instruction,K-12. 4. Add additional science, CTE and world language courses at the secondary level. 5. Add academically-based after school clubs at the middle school level. 6. Upgrade or replace SIS to provide greater access to data that allows us to identify areas of academic disparity in course enrollments. 7. Provide staff with Instructional and Supplemental Materials, and Formative Assessment to close gaps identified in Equity Curriculum Audit completed May 2020.
Equity Lens	

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FOCAL AREAS: INCREASING ACADEMIC ACHIEVEMENT/REDUCING DISPARITIES

Outcome	**All student groups will increase math achievement as measured by the state summative assessment.**
Strategies	● Build a comprehensive multi-tiered system of support. (S 3) ● Implement best practices in math instruction to increase student math achievement as measured by the state assessment. (S5) ● Braid Racial Equity and Restorative Justice strategies into our instructional core work with our students, teachers, content instruction, and build our organizational culture and capacity to create a strong foundation to support every student. (S6)
Community Feedback	Community and students stated they would like North Marion to offer more rigorous course offerings. Community stated that they would like more twenty-first-century employability skills including science, math and technology.
District Data	Math is a District priority identified in the District Consolidated Improvement Plan, and School Improvement Plans. SBA Test scores show that math is an area of concern for all students but especially for those students in our focal populations (i.e. EL, SpED, Economically Disadvantaged, et al).
Educational Research	Chapin, S., O'Connor, C., & Amnderson, N. (2009). Classroom discussions: Using math talk to help students learn, grades K-6 (second edition). Sausalito, CA: Math Solutions Publications. City, Elizabeth A., Elmore, R., Fiarman, S., and Teital, L. (2009) Instructional Rounds in Education: A Network Approach To Improving Teaching And Learning. Cambridge, MA: Harvard Educational Press. Franke, Megan, Elham Kazemi, and Dan Battey (2007). "Understanding Teaching and Classroom Practice IN Mathematics." Second Handbook of Research on Mathematics Teaching and Learning. Ed. Frank K. Lester. Reston, VA: NCTM

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SIA Investment Activities	1. 2.0 FTE - K-12 - Math Coaches or Math Teachers 2. Professional Development for all staff in Best Practices in Teaching Math 3. Culturally Proficient Practices Coaching 4. Provide staff with Instructional and Supplemental Materials, and Formative Assessment to close gaps identified in Equity Curriculum Audit completed May 2020. 5. Provide Administrators training in leadership and evaluation of instructional best practices 6. Provide parent support for student growth (online resources, math nights / training, provide materials.)
Equity Lens	The Best Practices in Teaching Math habits, routines and instructional strategies ensure access to both instruction and learning for all students. Students regularly engage in Personal Private Reasoning, creation of Mathematical Representations, structured discourse and making reasoning in order to make conjectures and generalizations about mathematical processes, concepts, skills and theories. Because students are engaged in the heavy lifting to learn, based on their individual learning preference, all students have access to the instruction and learning.

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