

DRAFT



OPS Equity Plan Implementation Update

Okemos Public Schools
November 14, 2022



Our 2 Big Equity Priorities

- Including all voices in conversations
- Ensuring that all of our community members benefit from our actions



Okemos Public Schools Equity Plan

PURPOSE

Provide direction for creating learning environments that are safe, healthy, and effective for everyone.

GUIDING PRINCIPLES

DIVERSITY

Our students, families, staff, and community members bring with them diverse and unique identities, abilities, and strengths.

EQUITY

Each student has access to, can meaningfully participate in, and make progress in learning experiences that result in empowerment and academic success.

INCLUSIVITY

Everyone has the right to feel safe, happy, affirmed, and encouraged.

COLLABORATION

Our system must be representative of, constructed by, and responsive to all members of our community.

REFLECTION

Making continuous progress requires us to reflect on our intentions, evaluate our processes and practices, and measure our impacts.

DATA-DRIVEN DECISION-MAKING

Data from diverse sources will be routinely collected and analyzed. We will use new information to guide our decision-making and inform ways in which we adapt to the needs of our community.

AREAS OF FOCUS

AUTHENTIC SELVES & RELATIONSHIPS

Goal 1: OPS is an inclusive district in which students, staff, families, and community members accept and respect the diverse identities of one another.

Goal 2: Our relationships are built upon actions that promote and sustain mutual trust and respect.

Goal 3: We utilize effective, consistent, culturally and linguistically responsive, and honest communication strategies to build community and establish collaboration.

CULTURALLY RESPONSIVE - SUSTAINING EDUCATION

Goal 4: We have developed a district culture in which students, staff, families, and community members are prepared for an increasingly diverse society & world.

POLICIES/PRACTICES/PROCEDURES

Goal 7: OPS has a clear public statement of its values and commitment to diversity, equity, and inclusion.

Goal 8: OPS policies, practices, and procedures are representative of, constructed by, and responsive to students, staff, families, and community members.

INSTRUCTION/CURRICULUM/ ASSESSMENT

Goal 5: Our district's instructional practices, curriculum, and assessment methods are responsive to and inclusive of diverse perspectives, abilities, and cultures.

Goal 6: Our students' academic assessment data show that the opportunity gaps between student groups have decreased.



Together...educating with excellence,
inspiring each learner for life.

Big Ideas (WHAT) →

Our Approach (HOW) →

GOALS →

The 2022-23 School Year

ANNUAL REVIEW

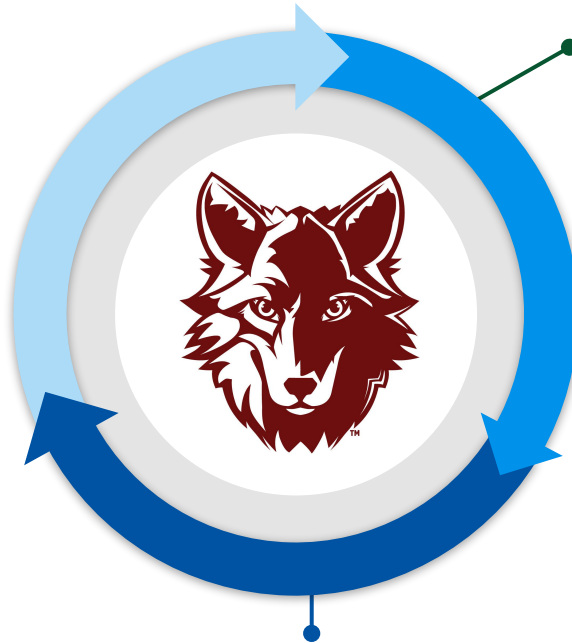
Spring/Summer

Work teams & DEIAC will examine quantitative & qualitative data.

Did we do what we said we'd do?

Who's benefiting from what we're doing?

Are we trending in the right direction?



OPERATIONALIZE THE PLAN

Summer/Fall

Work teams create action plans (“who does what”) with indicators of success/impact (accountability measures) and checkpoints

IMPLEMENTATION

Throughout school year

Engage staff, students, families, community members

Implement strategies, make adaptations as necessary

Making A Difference









STUDENTS

STAFF

FAMILIES

(Details to follow!)

Kind of Work	Problem & Solution Definition	Locus of Work	Type of Work
Technical	Clear	Authority	Optimize Execution
Technical & Adaptive	 	 	 
Adaptive	Requires Learning	Stakeholders	Experiments & Smart Risks

Source: [Diagnose Situation: Distinguish Technical & Adaptive Work](#), Ed O'Malley

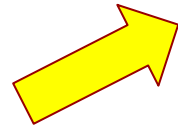
**Review of
GOALS, STRATEGIES,
ACTION STEPS,
INDICATORS OF
SUCCESS**
(all stakeholders)
Spring 2022

**Presentation
to the Board**
Summer 2022

**Work Team
Meetings**
October/November 2022



Revision of Plan
Spring/Summer 2022



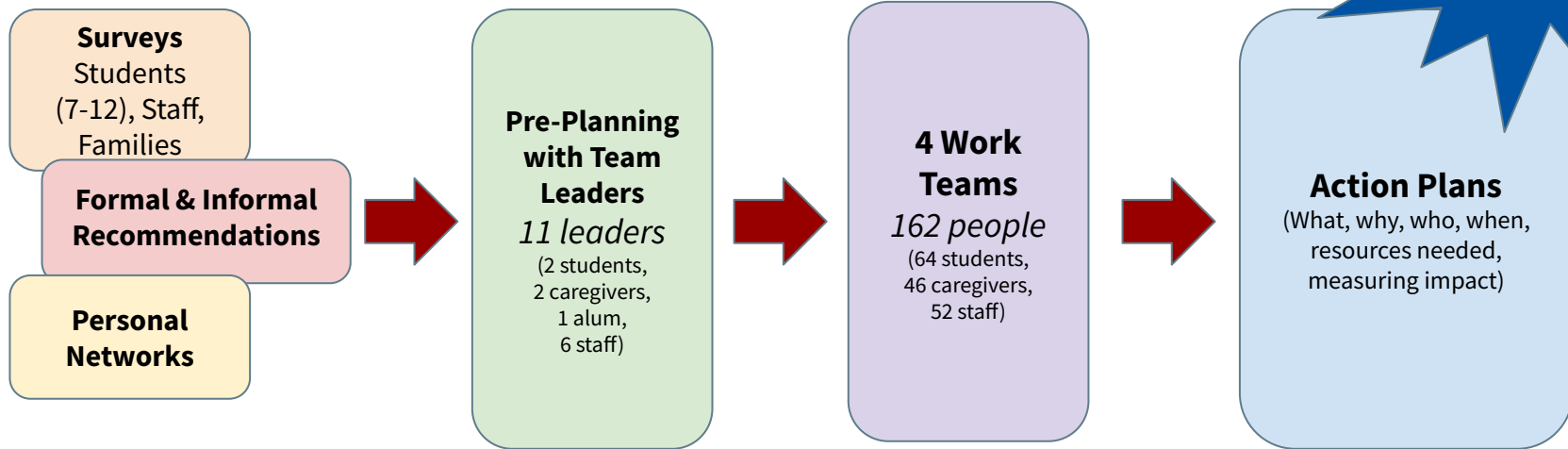
**Recruitment of
Team Leaders &
Members**
Fall 2022

**Meetings &
Inclusion Efforts**
Ongoing

Current Initiatives



Building Our Teams With Intention



Guiding Principle: COLLABORATION - Our system must be representative of, constructed by, and responsive to all of our stakeholders.

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- Goal 2: Our relationships are built upon actions that promote and sustain mutual trust and respect.
- Goal 3: We utilize effective, consistent, culturally and linguistically responsive, and honest communication strategies to build community and establish collaboration.
- Goal 4: We have a district culture in which all are prepared for an increasingly diverse society and world.

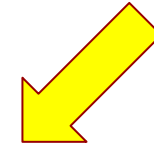
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Current Initiatives

Meeting Demographics

5 meetings (2 AS&R, 2 CRSE, 1 Policy) - Virtual & in-person

- __ Staff
- __ Students
- __ Caregivers/community members

Instruction team will meet on Nov. 16, 5:30-7 pm

(Hybrid - In-person at OHS and on Zoom)

→ *Child supervision provided by OHS ACTION volunteers*

Levels of Data



- Large grain size.
- Illuminate patterns of achievement, equity, and teacher quality and retention.
- Point us in a general direction for further investigation.



- Medium grain size.
- Help us to identify reading, math, and other student skill gaps (e.g. decoding, fluency, fractions, etc.) or instructional skill gaps for teachers.
- Point us in a slightly more focused direction.



- Fine-grain and ubiquitous
- Help us to understand student, staff, and parent experience as well as specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.
- Require focused listening and observation.
- Inform and shape our next moves.

Authentic Selves & Relationships

Team Leaders:

- ◎ Missy Sainz, Hiawatha SSA
- ◎ Vanessa Stephens, Cornell Kindergarten Teacher
- ◎ Josie Shapiro, OHS Student

Strategies:

- ◎ Celebrate student successes, strengths, identities
- ◎ Restorative practices
- ◎ Anti-bias/anti-racist learning opportunities
- ◎ Affinity groups

Strategy	Action Steps	Accountability	
		Who's Responsible	Indicators of Success
Celebrate student successes, strengths, identities (1.3)	<ul style="list-style-type: none"> • Consistent CRPBIS in all schools • Whole-district communications (e.g. appreciations, info about different cultures) 	<ul style="list-style-type: none"> • CRPBIS teams • Administrators • School staff 	<ul style="list-style-type: none"> • Newsletters • Website/emails • Student & family surveys • Participation rates in celebration events (family involvement)
Restorative practices (2.1)	<ul style="list-style-type: none"> • Educate everyone about restorative practices (assemblies, lessons, pamphlets, etc.) • Train staff in restorative practices 	<ul style="list-style-type: none"> • Administrators • RP leaders (e.g. SSAs) 	<ul style="list-style-type: none"> • Agenda for assembly • Newsletters • Implementation of lessons
Anti-bias/anti-racist learning opportunities (1.1)	<ul style="list-style-type: none"> • Create DEI core team of staff that is trained in ABAR • Administer staff & organizational assessments • Learn from people in our community who have experienced bias 	<ul style="list-style-type: none"> • Diverse group of staff • Administrators 	<ul style="list-style-type: none"> • Surveys (students, staff, families) • Composition of DEI core team • Assessment results
Affinity groups (1.3)	<ul style="list-style-type: none"> • Create a family advisory group • Connect groups so they can collaborate 	<ul style="list-style-type: none"> • Administrators & other staff • Community leaders 	<ul style="list-style-type: none"> • Norms of collaboration • Advisory group (agendas, minutes, participation)

Culturally Responsive-Sustaining Education

Team Leaders:

- ◎ Chris Brown, Kinawa Montessori Teacher
- ◎ Kim Floyd, Chippewa & OHS French Teacher

Strategies:

- ◎ Lessons about biases and their impacts.
- ◎ Lessons about power and privilege.
- ◎ Communication skills for responding to cultural differences.

Strategy	Action Steps	Accountability	
		Who's Responsible	Indicators of Success
Lessons about biases & their impacts (4.1)	<ul style="list-style-type: none"> Communicate the rationale for learning about bias, power, privilege, etc. (Staff) Develop and implement lessons about biases. (Staff) 	Administrators	<ul style="list-style-type: none"> Surveys Focus groups Proportionality in academic and behavior data Curriculum (scope & sequence, alignment)
Lessons about power & privilege (4.2)	<ul style="list-style-type: none"> Develop and implement lessons about power and privilege. (Staff) 		
Communication skills for responding to cultural differences (4.3)	<ul style="list-style-type: none"> Develop and implement lessons about diversity wheel, social identity, and cultural differences. (Staff) Provide trainings on interrupting bias (calling in, calling out). (Staff) 		



Instruction/Curriculum/Assessment

Team Leaders:

- ◎ Dr. Shane Cavanaugh, Caregiver, Alum
- ◎ Dr. Joe Schmidt, OHS Assistant Principal, Alum
- ◎ Dr. Vernon Woodley, Caregiver

Key Priorities: TBD - First meeting is November 16, 5:30-7 pm (Hybrid - at OHS and via Zoom)

Policies/Practices/Procedures

Team Leaders:

- ◎ Audrey Matusz, Alum
- ◎ Jody Noble, Chippewa Principal

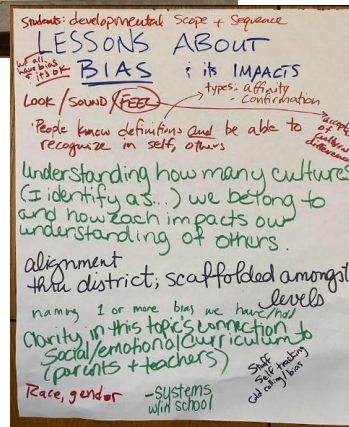
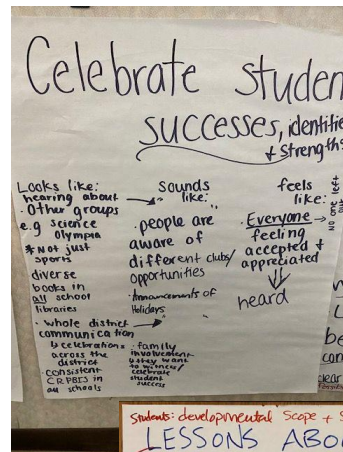
Strategies:

- ◎ Incident reporting mechanisms/processes
- ◎ Hiring practices

Strategy	Action Steps	Accountability	
		Who's Responsible	Indicators of Success
Incident reporting mechanisms/ processes (8.1)	<ul style="list-style-type: none"> ● Research practices used by other districts, health care systems, etc. ● Ensure that there are multiple ways to report (accessible, choice of point person). ● Develop communication plan (especially to ensure that the process is clearly communicated). ● Develop training plan. 	Title IX coordinator Central office team	Research report Forms Communication plan Training plan Lesson materials Timeline
Hiring practices (8.2)	<ul style="list-style-type: none"> ● Develop an authentically inclusive interview process. ● Develop a “grow your own” program. 	HR department	Staff demographics Surveys Interviews (staff who participate in process)

Team Members' Voices

- “I learned about solutions I never knew existed...”
- “I got that there are a variety of stakeholders (staff, students, community members) who are willing and volunteering to be a part of bettering their community.”
- “I heard a different perspective about what concerns the community might have about what happens if our work "goes wrong," but it was done in a way that helps me understand the fear better.”
- “Clear goal, affirming our students’ identities and preparing them for an increasingly diverse world”



Levels of Data



LEVEL 1 Satellite Data



Large grain size.



Illuminate patterns of achievement, equity, and teacher quality and retention.



Point us in a general direction for further investigation.



LEVEL 2 Map Data



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LEVEL 3 Street Data



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- Deliverables from each team (actions + measures of impact)
- Continued work team meetings
- Continued recruitment of people to participate on teams
- Updates from each team (BOE presentations, emails, newsletters)
- Further development of OPS Equity Plan



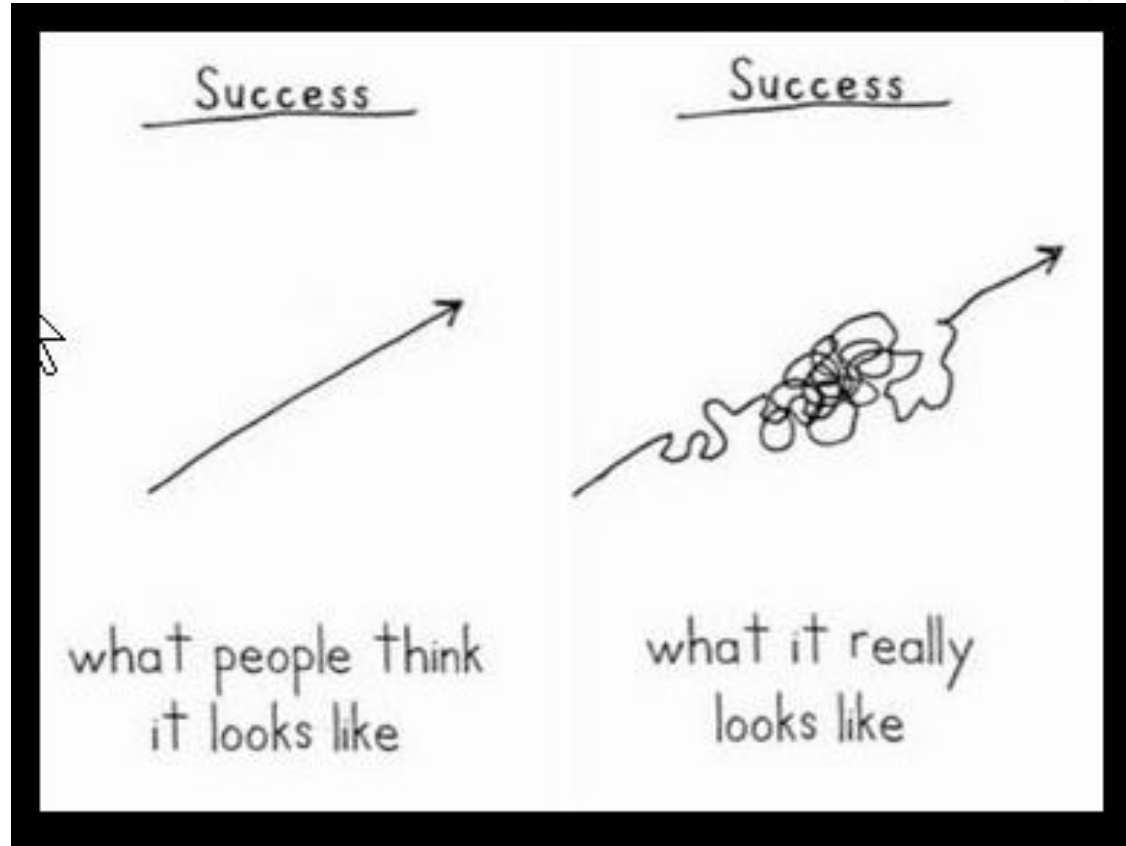
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Thanks!



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Credits

Special thanks to all the people who made and released these awesome resources for free:

- ◎ Presentation template by [SlidesCarnival](#)
- ◎ Photographs by [Unsplash](#)