

Givens/Steger 19-20 SY CSIP

Our goals are as follows:

1. **Dismantle structures and practices that perpetuate inequitable experiences and outcomes for students, staff, and community.**
2. **Establish a culture that promotes respect, self-care, advocacy, and empowerment for all.**
3. **Embrace the diversity and unique talents among students and staff by encouraging each other to be their authentic self; understanding that we are all evolving as people.**

Goal 1: Dismantle structures and practices that perpetuate inequitable experiences and outcomes for students, staff, and community.

Priority	Strategy	Implementation Needs	Measure of Success
1.1 Engage in ongoing anti-racist and anti-bias work, as well as book studies and discussions to help dismantle structures and practices that perpetuate inequities.	Provide staff, students, and community with ongoing opportunities to engage in anti-racist and anti-bias work, as well as book studies and discussions to help dismantle structures and practices that perpetuate inequities.	Financial commitment; allotted time; intentionality of resources; consistent and adequate communication of goals and progress; courageous leadership and support	Survey results aligned to goals; data that reflects an increase in outcomes for students, staff, and community; increase in the proactive and equitable steps taken by staff, students, and community
1.2 Intentionally collaborate about most effective practices within curriculum, instruction, assessment, and climate.	Align collaborative leadership team (CLT) meeting expectations, staff evaluations, and decision-making protocols with the intentionality of the most effective practices within curriculum, instruction, assessment, and climate.	Consistent and adequate communication of this priority; CLT alignment; resources to determine most effective practices; utilization of common formative assessments (CFAs) that are aligned to this priority	Increase in learner outcomes; survey; shifts in instruction, assessment, and climate; evidence of this priority present in CFAs/CLTs
1.3 Using results to identify priority learning needs that are aligned with district expectations.	Utilize CLT meetings (and other opportunities) to examine available/appropriate data for the identification of priority learning needs.	Ongoing and relevant student data; CLT alignment; ongoing support in the area of data triangulation	Increase in learner outcomes; instruction, resources, and time spent on tasks that are aligned to said priority learning needs
1.4 Use assessment data to improve student learning	Use CFA data to improve instruction and student learning	Ongoing and relevant support in CFAs	Increase in learner outcomes.
1.5 Cultivate an environment of courageous conversations, directness, and specificity when addressing concerns.	Establish courageous conversations, directness, and specificity as a norm during all meetings/conversations.	Modeling; consistent and adequate reminders; ongoing support	Survey; increase in the number of courageous and direct conversations as a means to enhance efficiency and effective solutions

Goal 2: Establish a culture that promotes respect, self-care, advocacy, and empowerment for all.

Priority	Strategy	Implementation Needs	Measure of Success
2.1 Focus on the importance of taking care of self as a tool to be our best and to help others.	Create an environment where everyone understands, embraces, and models the importance of taking care of self.	Modeling; ongoing support in the area of self-care; vulnerability to advocate for self and others	Fewer reports and observed levels of stress and anxiety (for staff, students, and community)
2.2 Create a culture where advocacy and empowerment are norms.	Advocate for students and staff with the understanding that empowerment is the ultimate goal for silenced/marginalized voices.	Modeling; ongoing support in the areas of advocacy vs. empowerment	Survey results that reflect a feeling of empowerment; decrease in silenced/marginalized voices

Goal 3: Embrace the diversity and unique talents among students and staff by encouraging each other to be their authentic self; understanding that we are all evolving as people.

Priority	Strategy	Implementation Needs	Measure of Success
3.1 Increase opportunities to celebrate the diversity, including diverse perspectives and voices, within our building	Create opportunities for students, staff, and community to celebrate diversity.	Consistent communication; modeling; student/staff agency	Survey, increase in the number of diverse celebrations, perspectives, and voices
3.2 Encourage students and staff to bring their authentic selves into school	Eliminate obstacles that prohibit students and staff from being their authentic selves at school.	A critical examination of all the tasks we ask students and staff to engage in.	Survey, feedback from students and staff that reflects a decrease in reinforced assimilation
3.3 Dismantle practices within the curriculum, instruction, assessment, and climate that rewards assimilation and rejects cultural authenticity.	Closely examine the practices within curriculum, instruction, assessment, and climate to eliminate tasks that reinforce assimilation.	Ongoing support in the area of identifying reinforced assimilation; book studies in the area of 1) culturally relevant teaching and 2) effective literacy strategies for marginalized groups	Survey, student outcomes; instructional shifts; feedback from book studies
3.4 Create opportunities for all students and staff to share their unique talent(s).	Continue PassionDays for students and staff to share their unique talents (passions).	Materials, communication, and coordination of Passion Days	Feedback from Passion Day.
3.5 Establish conditions and ongoing supports to help students, staff, and the	Continue the utilization of community/restorative circles while modeling accountably-based forgiveness.	Time and resource allocation	Survey, increase circles; feedback from circle participants

community learn and evolve as people.			
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