

**WOODFORD COUNTY BOARD OF EDUCATION
AGENDA ITEM**

ITEM #: **DATE:** November 13, 2019

TOPIC/TITLE: Equity Committee Action Plan

PRESENTER: Jimmy Brehm

ORIGIN:

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
☐ ACTION REQUESTED AT THIS MEETING
☐ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
☒ ACTION REQUESTED AT FUTURE MEETING: 12/9/19 PLANNING MEETING (DATE)
☐ BOARD REVIEW REQUIRED BY
- ☐ STATE OR FEDERAL LAW OR REGULATION
☐ BOARD OF EDUCATION POLICY
☐ OTHER:
-

PREVIOUS REVIEW, DISCUSSION OR ACTION:

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
☐ PREVIOUS REVIEW OR ACTION
- ☐ DATE:
☐ ACTION:

BACKGROUND INFORMATION:

Per board policy -

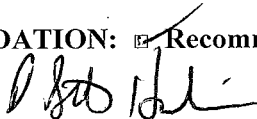
SUMMARY OF MAJOR ELEMENTS:

Request Board approval of the attached Equity Committee Action Plan.

IMPACT ON RESOURCES: NA

TIMETABLE FOR FURTHER REVIEW OR ACTION:

SUPERINTENDENT'S RECOMMENDATION: ☒ Recommended ☐ Not Recommended





Sowing Seeds...

**School Culture Audit Feedback Report
Woodford County Public Schools
September 16-18, 2019**

The Culture Audit Feedback Report

The WIT Culture Audit process provides an external perspective of the cultural environment through observation and analysis of all available data related to leadership, the planning and delivery of instruction, classroom and school culture, and stakeholder relationships through direct observation, document review and focus group interviews.

The Feedback Report documents the findings of the WIT Culture Audit Team, providing a summary of strength and growth areas and recommendations in the Key Indicator Areas as identified in the protocol developed for Woodford County Public Schools. All findings identified by the WIT Culture Audit Team are based on evidence collected during the audit process and may include review of documentation, observations, and/or focus group interview input.

Findings are categorized as follows:

- ◆ **Stage 4 – Cultural Infusion** – The district, schools and classrooms are consistently culturally aware, equity focused, and learner centered. The district and school staff are diverse and representative of the school communities. Policies, programs, practices, allocation of resources, celebrations and relationships demonstrate a consistent and intentional consideration of culture, cultural values and equity. This includes school and classroom visuals and routines, the teacher as a facilitator of learning and an atmosphere of care and respect. Culturally responsive instruction and family engagement are embedded. This includes curriculum, pedagogy, use of data to improve performance, positive home-school relationships, and inclusive parent involvement in activities and decision making. There is a consistent foundation in current best practice and strong elements of innovation.
- ◆ **Stage 3 – Cultural Competence** – The district, schools and classrooms are generally culturally aware, equity focused, and learner centered. There is some diversity in district and/or school staff and efforts to become reflective of the school communities. Efforts are being made to develop policies, programs, practices, allocation of resources, celebrations and relationships that demonstrate an intentional consideration of culture, cultural values and equity, which includes school and classroom visuals and routines, the teacher as a facilitator of learning and an atmosphere of care and respect. Culturally responsive instruction and family engagement are developing, including curriculum, pedagogy, the use of data to improve performance, positive home-school relationships, and inclusive parent involvement in activities and decision making. There is an effort to identify and implement current best practice.
- ◆ **Stage 2 – Cultural Emergence** – The district, schools and classrooms are beginning to become culturally aware, understand equity and become student focused. There is limited, if any, diversity in district and/or school staff and reflection of the school communities. Limited or inconsistent attention is being given to ensuring/developing policies, programs, practices, allocation of resources, celebrations and relationships that demonstrate an intentional consideration of culture, cultural values and equity; which includes school and

classroom visuals and routines, the teacher as a facilitator of learning and an atmosphere of care and respect. Culturally responsive instruction and family engagement is inconsistent, including curriculum, pedagogy, the use of data to improve performance, positive home-school relationships, and inclusive parent involvement in activities and decision making. There is minimal effort to identify and implement current best practice.

- ◆ **Stage 1 – Cultural Aspiration** – The district, schools and classrooms have not attempted to become culturally aware, understand equity and/or become student focused. There is an absence of diversity in district and/or school staff and reflection of the school communities and limited, if any, efforts to address staff diversity. Efforts towards equity are not addressed in policies, programs, practices, allocation of resources, celebrations and relationships; which includes school and classroom visuals and routines, the teacher as a facilitator of learning and an atmosphere of care and respect. There are limited, if any efforts to engage in culturally responsive instruction and family engagement including curriculum, pedagogy, the use of data to improve performance, positive home-school relationships, and inclusive parent involvement in activities and decision making. There is limited, if any, effort to identify and implement current best practice.

Where appropriate, the Feedback Report will include recommendations. Recommendations are the suggestions of the WIT Culture Audit Team. Whatever It Takes Consulting, Inc. advocates for a continuous improvement model of school development; therefore, the recommendations are designed to support the school in that process. Implementation of recommendations must be intentional and address both capacity and resources.

The Culture Audit Categories and Key Indicators

The work of the WIT Culture Audit Team is guided by the categories and their respective Key Indicators and Measures, which were developed to provide a customized culture audit that is based on evidence gathered through observation, interview, and document review. The Categories and Indicators identified are indicated below. The Woodford County leadership team representatives were provided with Key Indicators and Measures at the site visit processing meeting held on September 19, 2019.

Category A: Teaching and Learning

Key Indicators:

1. The curriculum reflects attention to culture, diversity and inclusiveness
2. Instruction is culturally responsive
3. Assessment allows for all students to demonstrate mastery
4. The school implements a culturally responsive behavior management system

Category B: Leadership

Key Indicators:

1. The leader provides direction and influence that has impact on the culture of the school
2. The leadership provides oversight that facilitates a culturally responsive classroom and school environment

Category C: Professional Learning Community

Key Indicators:

1. The district has a vision, mission and values that honor the culture of all district stakeholders
2. The school has a vision, mission and values that honor the culture of all members of the school community
3. Home-School relationships honor the culture of all members of the school community
4. Community involvement in the school honors the culture of all members of the school community

Culture Audit Findings

The findings of the WIT Culture Audit Team are guided by the Categories, Indicators, and Measures that were developed and are based on evidence collected during the audit process. Evidence of the findings may include documentation, observation and/or focus group interview input.

Category A: Teaching and Learning

CULTURAL EMERGENCE

In the Category of Teaching and Learning, it is the finding of the WIT Culture Audit Team that Woodford County Public Schools is at the Cultural Emergence Level. The absence of a curriculum scope and sequence inclusive of cultural responsiveness, including infusion of a cultural component and inclusion of diverse and relevant experiences, contributed to this finding. Additionally, there was an absence of culturally responsive instruction including delivery methods, lesson composition and classroom visuals. Findings in the specific Key Indicators and Measures follow. Highlighted Measures indicate areas of strength.


Key Indicators and Measures:

1. *The curriculum reflects attention to culture, diversity and inclusiveness*

- A. The school curriculum has a strong culture component
- B. **The school curriculum addresses readiness opportunities for all learners**
- C. The curriculum provides students with exposure to diverse and relevant experiences
- D. Using school demographics, the curriculum is analyzed to address student performance gaps and is adjusted appropriately

FINDING: It is the finding of the WIT Culture Audit Team there is evidence of an emphasis on academic readiness in all schools. School curriculum consistently uses standards to develop instruction. The curricular scope and sequence, developed internally, is consistently implemented. This readiness effort facilitates effective student performance. There are some instances where culture is included in lessons and relevant connections are made; however, there is no evidence the curriculum has a strong culture component or consistent inclusion of diverse and relevant experiences.

An expectation of readiness for learning was reported in staff, administrative and parent focus groups. In staff and administrative focus groups it was reported, “we educate every child on their level...it’s a part of all that we do”, there is a focus on “every kid every day”, and “tiered instruction is used to meet student needs”. In parent focus groups it was indicated, the school “addresses student’s needs, special needs and excel needs”, students have “real world, personal learning experiences” that “build confidence” and the school is working to “prepare students to be college and workforce ready”. While there was a consistent focus on readiness, document review revealed there was no evidence of the use of district/school demographics to analyze the curriculum to address student performance gaps (i.e. gender, ethnicity, special education, ELL).

| EVIDENCE SOURCES | |
|--|--|
| Woodford County Public Schools District Curriculum Guides |  |
| Woodford County Public Schools Content White Papers | |
| Woodford County Public Schools Core Literacy Writing Genre Based Content Integration Chart | |
| Woodford County Public Schools District Professional Development Plan | |
| Administrative Focus Groups | |
| Staff Focus Groups | |
| Parent Focus Groups | |
| WIT Culture Audit Team Observations | |
| Examples of attention to readiness – team planning and academic engagement in hallways | |

2. *Instruction is culturally responsive*

- A. Instruction is delivered through a variety of methods to meet the needs and styles of learners (i.e. lecture, demonstration, collaboration, scaffolding, independent practice, etc.)
- B. Instruction is differentiated to meet diverse student needs
- C. Knowledge of student culture and/or experiences are embedded throughout lessons
- D. Multiple intelligences are incorporated to address diverse student interests and needs
- E. Equitable use of resources supports diverse student needs (texts, manipulatives, technology)**
- F. Lessons make clear connections to student culture and experiences and employ application to real world events, issues and solutions
- G. Lessons and assessments are differentiated by (1) content, (2) process and (3) assessment to address student culture, language, learning styles and needs
- H. Classroom visuals are culturally informative and inspiring, build self-esteem and awareness and are incorporated as a part of learning (i.e. multi-ethnic books and magazines, photos, posters, artwork, scenery, time periods, people and their contributions)
- I. The classroom atmosphere is one of care and respect in all relationships – teacher to student, student to teacher, student to student and equitable implementation of classroom behavior expectations and rewards**
- J. Instruction provides the opportunity for all learners to engage in the learning process
- K. Collegial relationships between staff promote culturally responsive teaching and learning

FINDING: The WIT Culture Audit Team observed for 5-10 minutes in 159 classrooms covering all schools in the district. It is the finding of the WIT Culture Audit Team that an instructional strength at Woodford County Public Schools is the availability of resources and facilities. Woodford County Public Schools possesses the resources and facilities that can provide opportunities for student engagement and growth and further, those resources are equitable throughout the district. All schools have equitable access to technology and curriculum resources and both internal and external supports that promote teaching and learning. However, teaching and learning observed was not consistently differentiated and there was an absence of real-life, culture integrated lessons.

Technology was present in classrooms in all schools, providing equity of access. However, integration of technology was observed in only 15 of 159 classrooms (9%). While all schools had the technology resource of Chromebooks, they were not utilized in technology integration. Rather, Chromebooks were often used like worksheets to provide information and practice.

Care and respect for all school stakeholders was evident in all schools, each with its own approach. In classroom observations, care and respect were demonstrated in 115 of 159 (73%) classrooms. With regard to stakeholder relationships, 85 of 115 observations (74%) included an atmosphere of care and respect student to student. The WIT Culture Audit Team also observed this relationship in hallways and common areas.

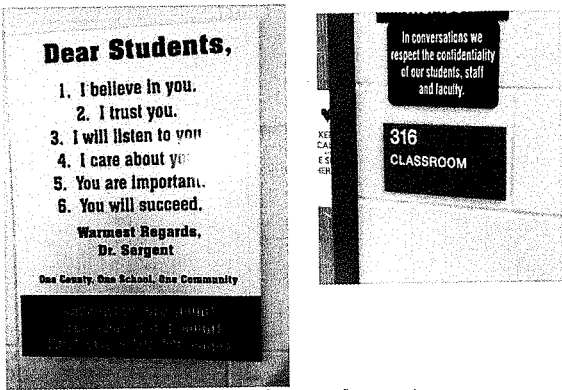
In the student focus groups, there were a wide range of reported responses with regard to care and respect, from reporting caring teachers with “hands on activities”, “teachers working one-on-one with students” and teachers using a “more diverse way of learning” to “kids just sit quietly in rows”, and “special needs students aren’t treated the same as others in the building”.

In administrative and staff focus groups care and respect for students and learning was reported through a focus on “the whole child”, “a safe place for learning”, “cooperation for the success of all students” and “putting students first”. In 3 of 7 parent focus groups, at least one parent indicated moving to Woodford County because of the quality of the schools or experienced a positive difference in the academic focus of Woodford County from their previous school/district.

Although the audit was conducted to analyze culture versus instruction, instructional delivery is a key component of a culturally responsive school environment. The practices of differentiation of instruction and attention to learning styles address cultural differences. In administrative and staff focus groups, it was indicated differentiation was accomplished through group focused interventions. However, differentiation in content, process and/or assessment to address student culture, language, learning styles and needs was observed in only 17 of 159 classrooms (11%). Of the 17 observations of differentiation, 6 were of content, process and learning style (35%), 7 were of content and process (41%), 2 were of learning style (12%), and 2 were of process (12%). In 17 of 159 observations (11%) the WIT Culture Audit Team observed lessons with authentic, real-world tasks. Those lessons included use of languages (Chinese and Spanish), discussion of the impact of individual emotions on the actions of others, gallery walks, and scientific experiments. The WIT Culture Audit Team observed special education students present in classrooms; however, the students were often not included in the lesson with their general education peers. Rather, they were separated at tables or in other locations of the room with little if any attention given to their learning needs.

There was a lack of attention to cultures throughout schools and classrooms. As an example, the WIT Culture Audit Team was present in the district during Hispanic Heritage Month and only one school had any display and/or acknowledgement. Additionally, there was also an absence of cultural visuals. In classroom observations only 15 of 159 classrooms (8%) displayed cultural visuals. In all focus groups, administrative, staff, student and parent, there were indications of collegial relationships between staff and “the school having a family atmosphere”.

In staff focus groups it was reported, and the WIT Culture Audit Team observed, collegial relationships between staff that supported professional growth and the ability to meet instructional expectations. However, it was also reported by staff focus groups and observed by the WIT Culture Audit Team that all collegial relationships were not contributory to the mission of the school. Additionally, there was no evidence provided that collegial relationships are utilized to promote culturally responsive practices.

| EVIDENCE SOURCES | |
|--|--|
| Woodford County Public Schools District Curriculum Guides |  <p>Examples of care and respect</p> |
| Woodford County Public Schools Content White Papers | |
| Woodford County Public Schools Core Literacy Writing Genre Based Content Integration Chart | |
| Administrative Focus Groups | |
| Staff Focus Groups | |
| Student Focus Groups | |
| Parent Focus Group | |
| Classroom Observations | |
| WIT Evaluation Team Observations | |

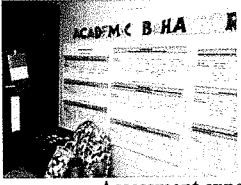
3. ***Assessment allows for all students to develop mastery***

- A. Teachers monitor student performance growth across all school demographics to address performance gaps
- B. Assessments allow for a variety of ways to demonstrate mastery
- C. School and classroom assessments consider the learning styles and abilities of all students
- D. Data from a variety of sources is frequently collected and analyzed**
- E. Data is used to identify performance gaps and make appropriate adjustments
- F. Data is used to develop appropriate outcomes for students with special needs and language challenges
- G. Students receive timely feedback to support reflection and improve performance**

FINDING: It is the finding of the WIT Culture Audit Team that Woodford County Public Schools administers the state assessment, K-Prep, as well as internal assessments and conducts analysis of data to improve student performance. However, there is no evidence the results of analysis are used to address cultural responsiveness.

In classroom observations, the WIT Culture Audit Team did not observe any instances of differentiation by assessment. Instruction was predominately teacher focused/lead. In only 50 of 159 (31%) classroom observations were instructional delivery strategies student focused/lead. In those 50 observations, 27 of 50 (54%) involved the teacher as a facilitator of discussion/questioning, 20 of 50 (40%) involved the teacher as a facilitator of collaborative group work and in 3 of 50 (6%) students were engaged in demonstrations. The WIT Culture Audit Team observed feedback as timely and consistent throughout observations.

In administrative and staff focus groups, it was indicated the state assessment and MAP as commonly used to identify mastery, along with teacher made assessments. However, in document review no evidence was provided the assessments were used to identify cultural performance gaps and make appropriate adjustments. In parent and student focus groups, there was a range of responses reported from, “the school does a great job of providing parents with resources and teaches them skills on how to help their children learn” to at school “tests equal learning” and schools are “successful because they teach the test”.

| EVIDENCE SOURCES | |
|--|---|
| Woodford County Public Schools Student Performance Data (K-PREP) |  <p>Assessment expectations and data analysis</p> |
| Administrative Focus Groups | |
| Staff Focus Groups | |
| Student Focus Groups | |
| Parent Focus Groups | |
| Classroom Observations | |
| WIT Audit Team Observations | |

4. ***The school implements a culturally responsive behavior management system***
 - A. **The school behavior management system is based in restorative practices**
 - B. **Behavioral expectations are consistently applied in an equitable manner**
 - C. **Behavioral expectations are clearly communicated and universally displayed**
 - D. **Classroom routines are consistently emphasized and implemented, consider verbal and non-verbal communication (i.e. tone, proximity, eye contact, culture norms) and build independence versus dependence**
 - E. **Expected behavior is consistently acknowledged, reinforced and rewarded**
 - F. **Implementation of the school behavior management systems is consistently monitored for equity and adjustments made as appropriate**

FINDING: It is the finding of the WIT Culture Audit Team that the implementation of restorative practices is evident throughout the district with each school utilizing its own approach to equitable practices. Expectations are clearly visible both throughout schools and in classrooms. Implementation of behavior management systems is consistent with both district and school expectations. However, attention is not given with regard to equity.


Classroom rules were posted in 124 of the 159 (78%) classrooms observed. The WIT Culture Audit Team also observed expectations for behavior in hallways and common areas such as the cafeteria and restrooms. The WIT Culture Audit Team also observed classroom routines were consistently emphasized and support a safe and caring learning environment. The use of effective routines was observed in 106 of 159 (67%) classroom observations. Behavior that interfered with learning was observed in only 3 out of 159 classrooms (2%) and classroom instruction was generally free from disruption. Intervention to redirect behavior was needed in only 7 of 159 lessons observed (4%). Of those interventions, 2 of 7 were proactive (29%) and 5 of 7 were positive reactive (71%).

At the district level, overall, there has been a consistent decline in discipline incidents at Woodford County Public Schools over the last 3 years; 25.8% from 2016-17 to 2018-19 (1807 to 1341). Document review revealed, while behavior expectations are monitored by offense and school, there was no indication behavior management implementation is monitored for equity.

In all stakeholder focus groups (leadership, staff, students, and parents) there was an indication that behavior expectations were communicated in classrooms. Administrative and staff focus groups consistently indicated the use of the district PBIS model. Comments regarding implementation of PBIS include it “helps the culture of the school for teaching”, students needing/having an “adult advocate in the building”, “behavior consequences are even across the board”, and school is “not just about academics but also restorative justice”. In parent focus groups, it was reported that “individual behavior plans were used” and expectations clear at the elementary levels; however, there was concern regarding behavior interventions both as students progressed to the high school and with regard to students at the high school. In both parent and student focus groups concerns were expressed about implementation of policies including, the “behavior policy is not enforced consistently”, policies are “not consistently applied, some people sent home and some not” and “bullying goes on and teachers don’t know what to say”.

The district maintains an alternative placement school that provides an alternative setting for students not only with regard to behavior but also social and emotional adjustment. Of the 20 students currently enrolled, 18 (90%) self-selected the placement as the best place for their learning.

With regard to school safety, the WIT Culture Audit Team observed a security officer at each school consistently monitoring hallways before, during and after school hours. The WIT Culture Audit Team observed orderly transitions throughout the school day as well as orderly opening and dismissal procedures throughout the site visit.

| EVIDENCE SOURCES | |
|--|--|
| Woodford County Public Schools District Discipline Data |  The image block contains four photographs of educational materials. Top left: Three small posters for 'SOLARWALK', 'WATERWALK', and 'TRAIL' with icons of a sun, water, and a person. Top right: A large poster titled 'WOODFORD COUNTY PUBLIC SCHOOLS EXPECTATIONS' with a list of expectations and a 'Voice Level 1' sign. Bottom left: A poster with the text 'IT DOESN'T MATTER' and 'Be the nice kid.' Bottom right: A poster titled 'WOODFORD COUNTY PUBLIC SCHOOLS EXPECTATIONS' with a list of expectations and a 'Voice Level 1' sign. |
| Woodford County District Code of Conduct | |
| School Handbook – Huntertown Elementary | |
| School Handbook – Northside Elementary | |
| School Handbook – Safe Harbor | |
| School Handbook – Simmons Elementary | |
| School Handbook – Southside Elementary | |
| School Handbook – Woodford County High School | |
| School Handbook – Woodford County Middle School | |
| Administrative Focus Groups | |
| Parent Focus Groups | |
| Staff Focus Groups | |
| Student Focus Groups | |
| Classroom Observations | |
| WIT Audit Team Observations | |
| Examples of behavior expectations posted in schools and classrooms | |

Category A: Teaching and Learning

CULTURAL EMERGENCE

Recommendations

- Ensure there are culturally responsive displays in schools, classrooms and hallways.
- Revise the curriculum scope and sequence to incorporate cultural responsiveness.
- Develop and implement a walkthrough system that provides timely feedback on the existence of culturally responsive classroom environments and instructional delivery.
- Utilize staff meetings to provide strategies focused on aspects of culturally responsive instruction.
- Conduct professional development in the use of culturally responsive instructional strategies
- Conduct professional development on utilizing Chromebooks to integrate technology into instruction.
- Ensure analysis of performance data at the district, school and classroom levels examines performance gaps.
- Ensure analysis of behavior data at the district, school and classroom levels examines demographics.

Category B: Leadership

In the Category of Leadership, it is the finding of the WIT Culture Audit Team that Woodford County Public Schools is at the Cultural Aspiration Level. While all school leaders were visible and positive staff, student and parent relationships generally existed, there was an absence of knowledge, focus on and attention to culturally responsive environments, instruction and practices. Findings in the specific Key Indicators and Measures follow. Highlighted Measures indicate areas of strength.

Key Indicators and Measures:

1. *The leader provides direction and influence that has a positive impact on the culture of the school*
 - A. **The leader has a visible presence in the school**
 - B. The leader possesses a high level of cultural intelligence
 - C. The leader communicates the expectation of cultural responsiveness in the school and classrooms
 - D. **The leader has a positive relationship with students, staff and parents** that honors their culture
 - E. The leader consistently seeks community involvement that is representative of the culture of all school stakeholders

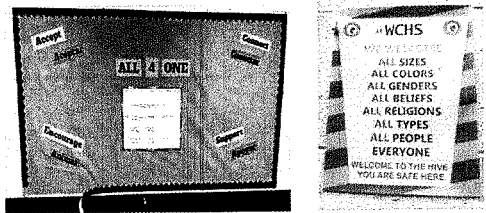
FINDING: It is the finding of the WIT Culture Audit Team that in order to impact the cultural responsiveness of schools, school leaders must engage in a consistent, and more intentional effort to set a clear vision with regard to cultural responsiveness.

Staff, student, and parent focus groups reported the school leader as being visible in the school and classrooms. During the site visit, the WIT Culture Audit Team observed the presence of the school leaders in classrooms, hallways and common areas of the buildings. In administrative focus groups, school leaders reported conducting “weekly walkthroughs using the Danielson Framework”, making sure “PLCs know their goals” and “monitoring – 10 walkthroughs required but does 20”. The WIT Culture Audit Team observed positive interactions between school leaders and students and staff. In student and parent focus groups there was a consistent indication, particularly at the elementary and middle school levels, of a positive school culture. Comments regarding school climate include, there are “positive relationships where learning is encouraged”, the school is a “sweet little family, from administration all the way down” and the school has an “inviting environment”.

In administrative focus groups, school leaders expressed the importance of and a focus on positive school culture; however, culturally responsive practices were not referenced. Additionally, in student and parent focus groups concerns were expressed about a lack of attention to culture and differences. Comments include, “we are still learning how to accept those who are “different”, there is “racial tension”, “would like to see a lot more discussion in the classroom about race, ethnicity, socioeconomic status and believe that the classroom is the right environment for those type of conversations”. Additionally, a parent noted their child was quiet when they first came to the district because the student did not speak English. “Instead of

the teachers reaching out to help the student they just assumed the student didn't know anything...nor did they try to get materials translated".

The Woodford County Public Schools has a number of community partnerships, but there was no evidence provided the partnerships are representative of the culture of all school stakeholders.

| EVIDENCE SOURCES | |
|----------------------------------|--|
| Administrative Focus Groups |  |
| Parent Focus Group | |
| Staff Focus Groups | |
| Student Focus Group | |
| Classroom Observations | |
| WIT Evaluation Team Observations | |
| | |

Examples of positive culture

2. *The leadership provides oversight that facilitates a culturally responsive classroom and school environment*

- A. The leader possesses knowledge of culturally responsive practices (curriculum, instruction and relationships)
- B. The leader ensures the school has adequate resources to support culturally responsive practices
- C. The leader facilitates teacher awareness of current best practice on culturally responsive teaching and learning
- D. The leader works with teachers in the development of instructional goals and action plans to ensure culturally responsive practices
- E. The leader aligns professional development with teacher evaluation goals, growth strategies and performance
- F. The leader monitors the implantation of all instructional programs to ensure culturally responsive practice
- G. The leader conducts frequent classroom visits followed by timely feedback
- H. The leader uses data from a variety of sources to ensure the implementation of culturally responsive practices
- I. The leader ensures the school considers socio-economic, cultural and ethnic needs of families in its programming and communications
- J. The leader monitors student performance growth across all school demographics to address performance gaps

FINDING: It is the finding of the WIT Culture Audit Team that the Woodford County Public Schools leadership provides a limited oversight of the delivery of culturally responsive instructional practices and culturally responsive classrooms and school environments.

In the administrative focus groups, school leaders demonstrated knowledge of effective practices with regard to curriculum and instruction, as well as the intent to provide staff with awareness of best practices on teaching and learning. However, this knowledge and intent did not include and/or incorporate culturally responsive practice. While school leaders were visible and generally established a positive school culture, there was an absence of knowledge, expectation,

application and monitoring with regard to cultural responsiveness and culturally responsive practices. When asked the question, “*What is your perspective of culturally responsive practices?*”, the following were the responses:

- Make sure the material put in front of them is relevant to them
- As a school have to look at what each child needs and find a way to make that happen
- The type of student changes over the years
- Great resources in the building that help to understand where the children are coming from
- Trauma has increased...doesn't matter what you are or who you are
- Recognizing and respecting diversity
- The staff is responsive
- There is intentional literature and grouping of students
- We are aware of trauma and are informed
- Meeting students where they are


There was limited, if any, reference to best practice strategies for culturally responsive practices and a general misunderstanding of best practice with regard to trauma informed practices. As previously noted, with regard to observation of culturally responsive practices, the WIT Culture Audit Team observed only one school acknowledged Hispanic Heritage Month.

Document review revealed the existence of a principal walkthrough form, but no evidence was provided the form identifies or supports the development and demonstration of cultural intelligence, culturally responsive practice or the expectation to develop and/or monitor culturally responsive practice. Again, as previously noted, differentiation in content, process and/or assessment to address student culture, language, learning styles and needs was observed in only 17 of 159 classrooms (11%) and only 17 of 159 observations (11%) involved lessons with authentic, real-world tasks.

Also previously noted, there is an absence of a culturally responsive curriculum. Document review and administrative and staff focus groups provided no evidence school leaders had the expectation of and/or provided support for incorporation and adjustment for cultural responsiveness into the curriculum. Neither leadership nor staff focus groups reported a lack of resources and the WIT Culture Audit Team observed all schools process a variety of resources; however, as previously indicated, cultural visuals were present in only 18 of 159 (18%) classrooms. Additionally, there was an absence of culturally responsive classroom reading materials.

Document review as well as administrative and staff focus groups indicated professional development as “district based” with limited, if any, attention to culturally responsive practices.

Also previously noted, through document review and administrative and staff focus groups, there was no indication either student performance or behavior management implementation are monitored for equity at the school level.

| EVIDENCE SOURCES | |
|--|--|
| Woodford County Public Schools District Curriculum Guides |  <p>Examples of culturally responsive visuals posted in schools and classrooms</p> |
| Woodford County Public Schools Content White Papers | |
| Woodford County Public Schools Core Literacy Writing Genre Based Content Integration Chart | |
| Woodford County Public Schools District Professional Development Calendar | |
| Woodford Principal/CAO Feedback and Monitoring Report | |
| Woodford County Public Schools District Discipline Data | |
| Administrative Focus Groups | |
| Parent Focus Group | |
| Staff Focus Groups | |
| Classroom Observations | |
| WIT Culture Audit Team Observations | |

Recommendations

- Ensure all schools and classrooms have culturally responsive resources (i.e. books, visuals, software, etc.).
- Expect and monitor the presence of cultural responsiveness in all schools.
- Provide professional development in cultural intelligence for all school leaders.
- Revise the current principal evaluation form to include an expectation of cultural intelligence and development and monitoring of culturally responsive practices.
- Develop, implement and assess professional development that provides best practice strategies for implementing culturally responsive practices.
- Develop, implement and assess professional development that provides best practice strategies for implementing trauma informed practices.
- Utilize PLC meetings as a professional development opportunity to enhance implementation of culturally responsive instructional strategies.
- Ensure behavior data analysis, with a focus on demographics, is included on the PLC meeting agendas.
- Review district, school, department, and classroom student performance data for alignment with student demographics.
- Review district, school, department, and classroom behavior management strategies for alignment with student demographics.
- Conduct a special education review of inclusive practices to align with culturally responsive practices.

Category C: Professional Learning Community

In the Category of Professional Learning Community, it is the finding of the WIT Culture Audit Team that Woodford County Public Schools is at the Cultural Aspiration Level. While there is a consistent understanding of the mission and vision at both the district and school levels and relationships exist both home-school and community, there is no connection to cultural responsiveness with regard to any of the Key Indicators.

Key Indicators and Measures:

1. *The district has a vision, mission and values that honor the culture of all district stakeholders*
 - A. **The district stakeholders are aware of the district mission and values**
 - B. The district stakeholders feel their respective cultures are recognized and respected
 - C. The district stakeholders feel diverse perspectives are solicited in the development of district policies, procedures and decision making

FINDINGS: It is the finding of the WIT Culture Audit Team that the Woodford County Public Schools stakeholders have a shared understanding of the mission of the district and an overall spirit of the district as a community. However, there is inconsistency with regard to a feeling of respect and diversity of perspectives in policies, procedures and decision making.

In all stakeholder focus groups, administrative, staff, student, and parents, there was a shared understanding of the mission of the district as providing opportunities for learning excellence. Additionally, in all stakeholder focus groups the terms “leader” and “leaner” were commonly used, for both students and teachers, with regard to the mission.

Although the district mission is clearly known, there was a range of responses from all stakeholder groups with regard to cultures being recognized and respected and diverse perspectives solicited. Comments ranged from parents students and staff indicating “Nothing but a positive environment and positive relationships”, the school “ensures that students get what they need at any level” and “every child is celebrated” to parents and students indicating, “they would like to see more teachers that look like their child”, noting that “the district and building leadership are not representative of the community, it’s monocultured”, “hiring practices need to be looked at, leadership team needs to be diversified, work on hiring persons of color” and indicating, “people aren’t educated enough about different backgrounds”.

No evidence was provided to the WIT Culture Audit Team with regard to the solicitation of the contribution of all stakeholders in the development of district policies, procedures and decision making.

| EVIDENCE SOURCES |
|---|
| Woodford County Public Schools District Website |
| Administrative Focus Groups |
| Parent Focus Group |
| Staff Focus Groups |
| Student Focus Group |
| WIT Audit Team Observations |

2. *The school has a vision, mission and values that honor the culture of all members of the school community*

- A. The school community is aware of the school mission and values**
- B. The school community feels their respective cultures are recognized and respected
- C. The school community feels diverse perspectives are solicited in the development of school policies, procedures and decision making

FINDINGS: It is the finding of the WIT Culture Audit Team that, in each individual school, the school stakeholders have a shared understanding of the mission of the school. However, there is inconsistency with regard to a feeling of respect and diversity of perspectives in policies, procedures and decision making.

In all stakeholder focus groups, administrative, staff, student, and parents, there was a shared understanding of the mission of each individual school. While aligned with the overall mission of the district, each school takes ownership in its mission. In administrative, staff, student and parent focus groups, examples of school missions consistently communicated include “focusing on the whole child”, “creating life-long learners and leaders”, “every kid, every day”, and “ready for the workforce”. The WIT Culture Audit Team observed the school mission statements displayed throughout schools, in hallways and classrooms. Document review revealed every school handbook contained its mission statement. Further, common verbiage in school mission statements included “trust, excellence, partnership, rigor/rigorous instruction, safe, and career ready”.

As with the district mission statement, although the various school mission statements are clearly known, there was a range of responses from all stakeholder groups with regard to cultures being recognized and respected and diverse perspectives solicited. Comments ranged from parents, students and staff indicating, “everybody knows my child”, “teachers care about me”, “our classrooms are like family” to staff indicating, “teachers need tools to put in to our tool boxteacher says nothing at all because they don’t feel equipped to do so” and parents and students indicating “their children are receiving a good education, but they are concerned about the lack of diversity”, “concerned that students will no longer be challenged beyond elementary”, reporting “to be blunt this is a very redneck county”, indicating “the school is racist and homophobic” and commenting “culturally responsive it’s not happening here...no one to translate not trained to operate with students who speak another language...we use an app to talk to them”.

Document review along with parent and staff focus groups indicate the presence of Site Based Decision Making (SBDM) Councils as the vehicle for the contribution of all stakeholders in the

development of school policies, procedures and decision making. In staff and parent focus groups it was indicated PTO also exists in some schools.

| EVIDENCE SOURCES |
|---|
| Woodford County Public Schools District Website |
| School Handbook – Huntertown Elementary |
| School Handbook – Northside Elementary |
| School Handbook – Safe Harbor |
| School Handbook – Simmons Elementary |
| School Handbook – Southside Elementary |
| School Handbook – Woodford County High School |
| School Handbook – Woodford County Middle School |
| Administrative Focus Groups |
| Parent Focus Groups |
| Staff Focus Groups |
| Student Focus Groups |
| Classroom Observations |
| WIT Audit Team Observations |

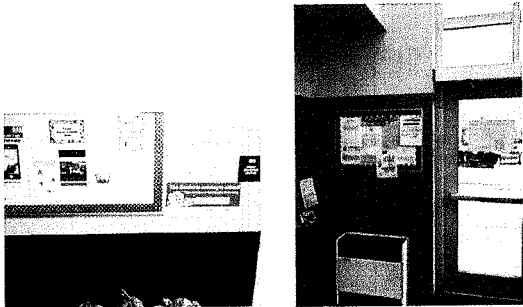
3. *Home-School relationships honor the culture of all members of the school community*
- A. **The principal and faculty are accessible to parents**
 - B. **Parents feel welcome in the school**
 - C. **Communications about student progress are frequent and informative**
 - D. **Parents are involved in the school**
 - E. **The school provides counseling and crisis intervention supports**
 - F. **The school assists families in accessing agencies and resources to support student success**

FINDINGS: It is the finding of the WIT Culture Audit Team that positive home-school relationships exist in the Woodford County Public Schools.

In administrative, parent and staff focus groups it was indicated the school staff is accessible and schools utilize a variety of ways to communicate including newsletters, notes and calls home, emails, social media, Dojo, face-to-face meetings, parent conferences, and school events. In administrative and staff focus groups it was reported that written documents are translated into Spanish. In administrative, parent and staff focus groups it was consistently indicated that “home-school relationships were good”. Home-school relationships were described as “family oriented and encouraging individual responsibility” as well as “parents involved in schools and volunteering in lots of ways”. Further, parents reported observing many parents volunteering in a variety of capacities.

In administrative and staff focus groups it was reported that resource support is provided internally and externally including through local agencies and churches. In staff and parent focus groups it was reported that Woodford County Public Schools has counselors that provide crisis supports to students and assist with access to agencies and resources to support student

needs (i.e. clothes closets, day care center, etc.). The WIT Culture Audit Team observed the availability of counseling and crisis intervention support in schools.

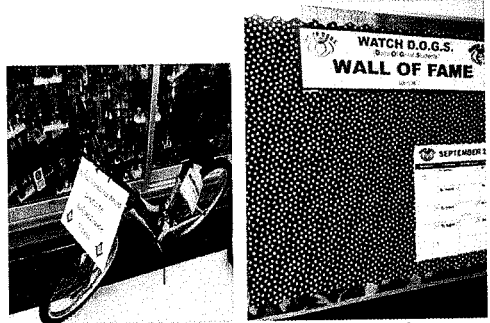
| EVIDENCE SOURCES | |
|---|---|
| Woodford County Public Schools District Website |  <p>Examples of home-school communication</p> |
| School Handbook – Hunteartown Elementary | |
| School Handbook – Northside Elementary | |
| School Handbook – Safe Harbor | |
| School Handbook – Simmons Elementary | |
| School Handbook – Southside Elementary | |
| School Handbook – Woodford County High School | |
| School Handbook – Woodford County Middle School | |
| Administrative Focus Groups | |
| Parent Focus Group | |
| Staff Focus Groups | |
| WIT Culture Audit Team Observations | |

4. *Community involvement in the school honors the culture of all members of the school community*

- A. The school has a clear vision for effective community partnerships to provide cultural awareness
- B. The school has partnerships with businesses and community organizations that support culturally responsive teaching and learning

FINDINGS: It is the finding of the WIT Culture Audit Team that partnerships exist with businesses and community organizations; however, no evidence was provided of a connection to the culture of the school community with regard to partnerships

In administrative, staff and parent focus groups it was reported that a number of community partnerships exist; however, no evidence was provided to the WIT Culture Audit Team of a vision for community partnerships to provide cultural awareness. In staff and parent focus groups it was indicated that district-community relationships can “seem like it's adversarial”. In staff focus groups it was also expressed that they “are not sure if students of color (Hispanic and African American) in particular feel safe in the community at large”. In administrative, staff and parent focus groups, it was reported that community partnerships support student’s academic, social, and emotional needs and provide resources and programs that can be used to support teaching and learning. Community partnerships reported are as follows: DARE, Kingsway Church, Kiwanis, Local Churches, Midland University, The Public Library, University of Kentucky, Watch D.O.G.S. and WEEF.

| EVIDENCE SOURCES | |
|-------------------------------------|--|
| Administrative Focus Groups |  |
| Parent Focus Groups | |
| Staff Focus Groups | |
| WIT Culture Audit Team Observations | |
| | |

Examples of community partnerships

| Recommendations |
|---|
| <ul style="list-style-type: none"> • Establish and distribute guidelines for developing culturally responsive community partnerships. • Ensure district and school mission statements address culturally responsive environments. • Establish a community partnership with individuals connected to and interested in the history of Simmons Elementary School. Use this partnership to develop Simmons as a historical site, develop culturally responsive curriculum and enhance district/community pride. • Establish student leadership groups at every level (elementary, middle school and high school) and include those groups in district and school decision making. Consider using HIVE time at the high school to address cultural responsive issues. • Conduct district and/or school surveys of staff, students and parents to identify areas of concern regarding district and school culture, relationships and respect. • Utilize survey data analysis to address district and school culture gaps and develop interventions. • Identify, implement and monitor strategies to increase staff diversity. |

Culture Audit Summary

For Woodford County Public Schools, the findings of the WIT Culture Audit Team is **Cultural Emergence** in the Category of Teaching and Learning and **Cultural Aspiration** in the categories of Leadership and Professional Learning Community. Recommendations are provided in each Category.

The key teaching and learning issues for Woodford County Public Schools are (1) a need for the development and implementation of a culturally responsive curriculum, (2) a need to create culturally responsive environments, and (3) the need for professional development on culturally responsive and trauma informed practices and strategies.

Key leadership issues for Woodford County Public Schools are (1) the need for school leaders to develop cultural intelligence (2) the need for professional development on coaching culturally responsive and trauma informed practices and strategies and (3) the need to ensure/monitor the presence of a culturally responsive school and classroom environment.

Key Professional Learning Community issues for Woodford County Public Schools are (1) the need to ensure the district mission includes the expectation for culturally responsive schools, (2) the need to improve trust and respect for the cultures of all district stakeholders and (3) the development of guidelines for culturally responsive community partnerships.

To address these needs, on September 19, 2019, the WIT Culture Audit Team identified the following short-term and long-term efforts as priorities in the development process:

| Category | Short-Term Strategy | Long-Term Strategy |
|---------------------------------|---|---|
| TEACHING AND LEARNING | Ensure cultural visuals in schools and classrooms | Revise the curriculum to embed cultural responsiveness |
| LEADERSHIP | Ensure all classrooms have culturally responsive resources | Develop cultural intelligence in school leaders |
| PROFESSIONAL LEARNING COMMUNITY | Establish guidelines for culturally responsive community partnerships | Ensure school community members feel recognized and respected |

WIT Culture Audit Team

Dr. Jamyce Curtis Banks – Team Lead

Jamyce Curtis Banks is the founder and CEO of Whatever It Takes Consulting, Inc. Jamyce has been an educator for over 30 years, including 15 years of leadership experience as an instructional coach, team leader, school administrator and Regional Manager. She has experience at every level of education K-16. As a consultant she provides customized professional development workshops and trainings that are highly engaging and has been a workshop presenter and keynote speaker at the local, state and national levels in topics including cultural responsiveness, cultural intelligence, inclusive practices, collaborative learning, team building and professional learning communities development.

CULTURE AUDIT TEAM MEMBERS

Rita Gaither-Gant received her Bachelor of Science degree from Morris Brown College in Vocational Home Economics and her Master's degree in Family and Consumer Sciences with an emphasis on Child Development and Family Life from Purdue University. She also received a Special Education Endorsement from Butler University in Emotional Disturbance and Learning Disability and an EDS in School Administration from Indiana University. Rita has been an educator for 34 years as a teacher, curriculum supervisor and building administrator. She currently serves as a professional volunteer for Church Women United, The United Methodist Church and United Methodist Women working to improve the quality of life for women, children and youth globally.

Lorre Thompkins received her Bachelor degree in early childhood/elementary education and Master's degree in curriculum and instruction. Lorre served for over 30 years as a primary grades teacher during which she taught at the primary level, kindergarten, first and second grades. Lorre has extensive experience in both teaching and providing professional development for teaching English Language Learners.

Dr. LaTonya M. Turner is a highly respected educator. Her professional background includes serving in a variety of roles including administrator, counselor, and classroom educator. At present she is the Associate Director of The Academy for Teaching and Learning Leadership at Marian University in Indianapolis, Indiana. At Marian, she prepares aspiring school leaders to become building level administrators. Dr. Turner holds a Bachelor of Arts degree in Mass Communication and English from Missouri Valley College, a Master of Science Degree in Education with specialties in Secondary Education and Counseling from Indiana University and a Doctorate in Educational Leadership from Indiana State University.



DRAFT Equity And Achievement Action Plan DRAFT

| Teaching & Learning Goal: Increase all stakeholder's opportunities to develop empathy/respect/appreciation for differences in backgrounds, cultures, and/or other human characteristics. | | | | | | |
|---|---|---|-------------------|-----------------|---------------|---------------------|
| No | Strategy | Responsible Person | Start Date | Due Date | Status | Update Notes |
| | Develop a presentation and deliver to all staff members the current state of WCS based on the equity audit and action plan moving forward. | Asher, Brehm, Equity & Achievement Team | 11/18/19 | 12/4/19 | | |
| | Create school-level plans to increase the visual representation of cultures in the school building and classroom. | School determined teacher leader | 12/5/19 | 1/31/20 | | |
| | Develop structures/programs to intentionally analyze demographic data for academic and behavioral trends of subgroups. | MTSS Lead Team | 12/17/19 | TBD | | |
| | Intentionally increase diverse enrollments in advanced courses and provide support to teachers around identification and meeting the needs of all students enrolled in courses. | Michelle Cason | 12/5/19 | Ongoing | | |
| | Revise the curriculum development process to embed cultural responsiveness. | Higgins | 1/1/20 | 7/1/20 | | |
| | Create training opportunity for teachers to learn about and reflection on bias. | Martha Jones | 6/1/20 | 8/1/20 | | |

DRAFT



DRAFT Equity And Achievement Action Plan DRAFT

| Leadership Goal: The leadership provides oversight that facilitates a culturally responsive classroom and school environment. | | | | | | |
|---|--|----------------------------------|------------|----------|--------|--------------|
| No | Strategy | Responsible Person | Start Date | Due Date | Status | Update Notes |
| | Develop a presentation and deliver to all staff members the current state of WCS based on the equity audit and action plan moving forward. | Asher/Brehm | 11/18/19 | 12/4/19 | | |
| | Involve a cohort consisting of a principal and teacher leader from each school and district office to develop cultural intelligence. | Hawkins | 1/1/20 | TBD | | |
| | Create school-level audit to increase culturally responsive resources in the school building and classroom. | School determined teacher leader | 12/5/19 | 1/31/20 | | |

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DRAFT Equity And Achievement Action Plan DRAFT

| Professional Learning Community Goal: Create and maintain culturally responsive community partnerships. | | | | | | |
|---|---|--------------------|------------|----------|--------|--------------|
| No | Strategy | Responsible Person | Start Date | Due Date | Status | Update Notes |
| | Identify community partnerships | Kristen Wilson | 11/18/19 | Ongoing | | |
| | Ensure every school has a structure for all students to identify an adult advocate/mentor. | School PBIS Teams | 12/5/19 | 1/30/20 | | |
| | Develop a showcase/display at each school building to represent and celebrate the history and culture of each school community. | Blackford Finney | 12/5/19 | ongoing | | |

DRAFT