

Culturally Responsive Social and Emotional Learning		
Objectives/Metrics	Strategies	Accountability Partners
Increase knowledge and use of culturally responsive social/emotional learning	<ul style="list-style-type: none"> • Establish a safe and welcoming school environment by supporting and cultivating learning communities in every school and classroom in a culturally responsive/sensitive manner • Hire culturally and linguistically proficient leaders and staff, knowledgeable of the language acquisition process • Building awareness of social and emotional learning/needs • Create a system for PD delivery that is long-term, focused, and supported • Meaningfully engage parents and communities by providing information and resources to access their children’s education in languages parents can understand • Build partnerships with culturally specific community organizations (culture can be multi-factional – define what culture means) • Direct staff members to alternative pathways and systems for student and family support • Examine grading processes and homework policies to ensure students are able to be successful (poverty and homework research) • Create after school/drop in support centers for students • Scheduled implementation and accountability of actions/changes • Purchase culturally relevant and accessible curriculum 	Oregon Department of Education District Leaders
	<ul style="list-style-type: none"> • Attend PD in Trauma informed practice • Attend PD for Growth Mindset • Attend PD for Key Instructional Strategies • Attend PD for Immigrant, Newcomer, and SIFE students’ social, emotional, and academic needs • Create safe and welcoming classroom learning communities • Implement culturally responsive pedagogy and practice • Meaningfully engage parents and communities by providing information and resources to access their children’s education 	ODE District Leaders Teachers, Counselors, and Staff
	<ul style="list-style-type: none"> • Create robust and interactive student-centered learning • Build staff/student and student/student relationships 	ODE District Leaders

	<ul style="list-style-type: none"> Engage students in learning community construction Participate in after school/drop in support for students 	Students
	<ul style="list-style-type: none"> Engage parents in two-way discussions with opportunities to better understand cultural, social, and emotional realities and assumptions of their communities Provide opportunities for parents and communities to be informed about and have input on the educational process and district programs 	ODE District Leaders Families
	<ul style="list-style-type: none"> Collaborate with and parents to provide forums for districts Reach out to districts to offer support, communication, and advocacy 	ODE District Leaders Community Based Organizations
	<ul style="list-style-type: none"> Trauma and the Brain Stay updated with local and national social contexts and their impacts on students and communities Teaching Tolerance Correlation between poverty and academic success (more to be added here) 	ODE District Leaders Teacher Researchers Practitioner Researchers Higher Education Research Consortiums Education Research Labs

Instructional Strategies		
Objectives/Matrices	Description	Accountability Partners
	<ul style="list-style-type: none"> • HR encourage pathways to district teachers to obtain an ESOL endorsement • Attend Sheltered Instruction Strategies (SEI) PD <ul style="list-style-type: none"> ○ Sheltered Instruction Observation Protocol (SIOP), Guided Language Acquisition Design (GLAD), Constructing Meaning (CM) ○ Advancement Via Individual Determination (AVID) ○ Academic Language • Lead teachers to realize they are all teachers of language • Culturally responsiveness requires high standards in teaching and scaffolding appropriately • Allow space for students' experiential knowledge for their needs • Schedule implementation and accountability of actions/changes • Purchase culturally relevant and accessible curriculum • Provide and coordinate access to technology for all students at home and in school 	<p>ODE District Leaders</p>
	<ul style="list-style-type: none"> • Attend SEI PD <ul style="list-style-type: none"> ○ Sheltered Instruction Observation Protocol (SIOP), Guided Language Acquisition Design (GLAD), Constructing Meaning (CM) ○ Advancement Via Individual Determination (AVID) ○ Academic Language • All teachers use specific academic language for their content and are language teachers • Create lessons that are culturally responsive, at high levels, and intentionally use scaffolding for EL students • When constructing student schedules, be mindful of the instructors that can meet the students instructional needs and speak English that can be understood (accent, rate of speech...) 	<p>ODE District Leaders Teachers, Counselors, Staff</p>

	<ul style="list-style-type: none"> • Create a council of successfully transitioned students to provide feedback on how they became successful – what worked/didn't work, what teachers did/didn't do that aided in their success, etc. • Find student voices that help lead their own education 	<p>ODE District Leaders Teachers, Counselors, Staff Students</p>
	<ul style="list-style-type: none"> • Bring parents into the learning process so they become empowered to know how their children are learning and create greater confidence in assisting their children • Create a strong learning connection between parent and child 	<p>ODE District Leaders Teachers, Counselors, Staff Students Parents</p>
	<ul style="list-style-type: none"> • Involve community organizations to promote cultural understanding between home/school/community • Create a space for the conversation on how our instructional strategies are coming across by the culture of our students • Connect for potential mentors or tutors to help students succeed 	<p>ODE District Leaders Teachers, Counselors, Staff Students Parents CBO's</p>
	<ul style="list-style-type: none"> • Asian Pacific American Network of Oregon (PANO) • Immigrant and Refugee Community Organization (IRCO) • International Youth Leadership Council and Conference (ILYC) • Jeff Zwiers – Academic Language • Short/Echeverria – SIOP • Marcia Brechtel - GLAD 	<p>ODE District Leaders Teachers, Counselors, Staff Students Parents CBO's</p>

Meaningful Family and Community Engagement		
Objectives/Matrices	Description	Accountability Partners
	<ul style="list-style-type: none"> • Support leadership in providing resources and supports to help with attendance challenges, barriers, or issues. • Teach families what an excused absence is: when their children are absent from school, when they are sick, or have appointments, etc. • Offer training to families on the importance of consistent school attendance. • Research other resources for interpretation needs for families so they don't have to pull their children out of school. • Offer video trainings, posted on the district website, for families to access on a variety of topics, and ask for feedback • Create videos about the school district for families to watch at registration to let them know more about the district/school, in languages they can understand. • Hire interpreters/translators for all languages families speak in district • Meet families in their community events, meetings, where they already gather, their houses of worship • Reach out in different ways: phone calls, networking, email, notes home • Seek culturally sensitive ways to reach out to families; build relationships, secure invitations to meeting places, learn who community leaders are • Work with community leaders in communicating messages to and from school and family • Hire family liaisons in all languages to connect with families and navigate cultural considerations • Develop safe protocols and procedures for students and families • Designate a person's in the district for front-line contact for outside agencies • Train staff on proper confidentiality procedures, questions they can/not ask, or information they can/not share 	<p>ODE District Leaders</p>

	<ul style="list-style-type: none"> • Create a hub at the school for holistic services; wrap-around services <ul style="list-style-type: none"> ○ Build networks with services for families and students • Cultivate and empower family leaders to participate in schools and provide leadership opportunities • Get to know district staff and their cultural backgrounds • Train administrators and staff on culturally responsive pedagogy and practice • Schedule implementation and accountability of actions/changes • Provide English classes to families to help them feel safe and belong • Communicate district/school Report Card information to parents in a language they can understand • 	
	<ul style="list-style-type: none"> • Attend Courageous Conversations, Trauma Informed Practice, or a form of culturally responsive training • Create learning communities with deliberate and collective collaboration between staff and with families • Communicate with families in a language they understand when permission or notice of the receipt of information is required • Have conversations with students on the importance of attending school and discover what the barriers might be to school attendance 	<p>ODE District Leaders Teachers/Staff</p>
	<ul style="list-style-type: none"> • Become involved • Find your voice – ask for a platform to instruct staff and students (find support to help find the platform) (don't hide) • Have conversations with students on the importance of attending school and discover what the barriers might be to school attendance 	<p>ODE Districts Leaders Teachers/Staff Students</p>
	<ul style="list-style-type: none"> • Cultivate and empower members to participate/lead in schools and communities • Attend trainings/workshops/meetings offered by the district and community organizations • Lead trainings/workshops/meetings 	<p>ODE District Leaders Teachers/Staff Students Families</p>

	<ul style="list-style-type: none"> • Maintain cultural identity and be willing to share that with district leaders and staff 	
	<ul style="list-style-type: none"> • Create a connection with the district, schools, staff, and parents • Provide and/or coordinate resources for cultural responsiveness and learning 	ODE District Leaders Teachers/Staff Students Families Community-Based Organizations
	<ul style="list-style-type: none"> • Salem-Keizer Education Coalition for Equality – Trainer of Trainer models for families and other educational rights/initiatives • Collectivist/Cultural Understanding training • IYLC International Youth Leadership Council & conference • Asian Pacific American Network of Oregon (APANO) • Immigrant and Refugee Organization (IRCO) • Other organizations as informed 	Research and resources

Pathways to Higher Education and Careers (40/40/20)		
Objectives/Matrices	Description	Accountability Partners
	<ul style="list-style-type: none"> • Know that all students want to learn and can succeed – Some English Learners require a longer pathway to graduation and that is acceptable and does demonstrate success • Provide pathways and access to Career and Technical Education (CTE), Science, Technology, Engineering, and Math (STEM), and upper level coursework • Provide newcomer CTE courses • Remove language barriers to taking career/trade courses • Provide media and internet access to students and families • Educate counselors about the pathways to a more international scope of the opportunities students may have • Provide more trade and professional school career opportunities (without putting students in a track from which they are not allowed to grow) • Train career/trade staff on culturally responsive (sustaining)teaching strategies and practice • Share with parents about 40/40/20 and what the options are for their children • Purchase culturally relevant and accessible curriculum 	ODE District Leaders
	<ul style="list-style-type: none"> • Educate themselves about the pathways to a more international scope of the opportunities students may have 	ODE Teachers, Counselors, and Staff
	<ul style="list-style-type: none"> • Consider learning other languages, more than just English • Be aware of what the CTE/STEM courses are and actively seek to engage in them • Participate in community college/university campus visitations 	ODE Students
	<ul style="list-style-type: none"> • Understand that their child is not in this career path forever; exploration of this is of value • Attend meetings where discussion of what is 40/40/20 is and what the options are. • Attend meetings on FAFSA, Scholarships, how to get in to college, trade schools, and apprenticeship programs 	ODE District Leadership Families
	<ul style="list-style-type: none"> • Partnerships with trade unions, internships, and apprenticeships 	ODE Community Based Organizations

	<ul style="list-style-type: none"> • International Youth Leadership Council & Conference (ILYC) • APANO, IRCO, Africa House, Research and Engineering Apprenticeship Program USA (REAP USA) 	<p>ODE Research Partners</p>
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Positive Climate and Culture for All		
Objectives/Matrices	Description	Accountability Partners
	<ul style="list-style-type: none"> • • Partner with districts to provide guidance, suggestions, and research to meet the district’s needs and develop a plan • Provide professional development and support once needs have been identified <ul style="list-style-type: none"> ○ Partner with COSA for PD (Trauma Informed Practice, etc.) ○ Partner with area CBS’s for training opportunities ○ COSA EL Alliance ○ ESD Partnerships (possibly those ESDs that are not being served with 3499 funds) • Offer services to districts around parent surveys and program evaluation • Assist in data collection and analysis for districts • Support new ELD Coordinators • Purchase school climate surveys for districts upon request (results possibly sent to ODE to protect teacher identity and promote confidentiality) • <i>Conduct a survey on parent communication strategies?</i> • <i>Conduct a survey on PD and effectiveness? (type, duration, implementation, follow-up?)</i> • <i>Conduct a survey on meaningful parent involvement? When, where, why, how, content, feedback?</i> • <i>Conduct a survey for exemplar districts/schools to create a network of paring struggling and successful together</i> 	<p>ODE District level School level Community</p>

District Reflection Tool	
Social, and Emotional Support	<ul style="list-style-type: none"> • To what degree is Social/Emotional trauma informed practice evident in this district? • To what degree does the district provide specific services for the needs of newcomer or refugee students? • To what degree does the district take into consideration the religious and nutritional needs of students? (Holidays – publish school calendar with observances)
Instructional Strategies, Routines, and Materials (Should we list the tenants of what we mean by using social and culturally responsive) (appendices)	<ul style="list-style-type: none"> • To what degree does the district raise the level of academic discourse in every content area and provide scaffolding strategies and across all age groups? • To what degree are teachers using instructional routines to engage learners in content and language acquisition? • To what degree are instructional materials engaging to students, accessible with multiple entry points, and seen as valuable to teachers? • To what extent is district professional development aligned to ensure that the success of English Learners is a priority? • How does district professional development ensure the needs of ELs are met in all schools in a systemic way, sustained over time? • To what degree are Instructional Strategies being used in planning and instruction in classrooms for formal/informal observations to the degree it is being effective? • What is the system of delivery for PD – how is it systematically implemented and supported? • To what degree is culturally sustainable pedagogy implemented across the district?
Family and Community Engagement and Partnership	<ul style="list-style-type: none"> • To what extent does the district know about the barriers to student attendance and have systems in place to support leadership in addressing those barriers? • To what extent are families knowledgeable about the importance of their children's consistent attendance? • To what extent are families meaningfully involved? • To what degree does the district have an infrastructure in place to facilitate communication with families? • To what extent does the district utilize community organizations to eliminate systemic barriers to families and community engagement? • To what extent are wrap-around services available to students and families (coordinated school health models)
Experience Outstanding Customer Service	<ul style="list-style-type: none"> • To what degree is the district responsive to concerns raised by parents and students regarding communication, information, language access, cultural relevancy, and inclusion?

Draft

EL Strategic Plan Tool - 2017

October 24, 2017

Who is delivering the PD? Who is leading the discussions?

What is the financial support to offer the PD?

District support systems and FTE are needed to effectively run programs?

How do we change district infrastructure to create sustainability in family and community liaisons?

Who is completing this reflection tool?