



**EQUITY &
EXCELLENCE for
EVERYONE**

School Level Actions Steps for Embedding Equity in School Improvement Planning

The mission of the Chatham County Schools' E³ Team is to support students in reaching their potential by advocating for social justice, eliminating barriers for diverse populations, and utilizing culturally relevant resources while ensuring equity is embedded in all areas of our district's culture. See our Core Beliefs [here](#).

This document is to support principals and teachers in designing equity goals and action steps to support school improvement. The E3 team will provide targeted book studies, equity modules, and support to school teams, administration, and staff members for the school year.

Indicator A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

Example of Potential Action Steps (Select 1-2)	❑ District E3 team will provide professional development where all staff members will better understand culturally relevant teaching ❑ PLCs will discuss culturally relevant teaching strategies, and work to implement strategies into lesson plans/units. ❑ Administration will monitor plans in PlanBook and give feedbacks in regards to culturally relevant text selection ❑ Unit plans for each EOC core academic areas and CTE will include culturally relevant text and instructional strategies
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Indicator B2.01 - School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel

Example of Potential Action Steps (Select 1-2)	❑ School will administer the DESSA screening and identify students of color who are in need of Tier II and Tier III support. Support will be provided through small, targeted groups ❑ School Staff will develop an affinity group to support students of color in developing a healthy self-identity. ❑ Time for Morning Meetings and Optimistic Closure will be allotted in the master schedule ❑ Schools will utilize Restorative Practices to support social emotional needs of students and for alternatives to suspensions ❑ Conduct student focus groups to hear student voices
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Indicator E1.08 - Professional Development includes support for working effectively with families.

Example of
Potential Action
Steps
(Select 1-2)

- ☐ Schools will provide professional learning on various learning platforms to share with families to support students learning and engagement
- ☐ School will provide professional development on various topics surrounding social and emotional learning and how families can support students at home/school
- ☐ Teachers/Schools will improve communication with families. Schools will utilize TalkingPoints to improve two-way communication between school and home.
- ☐ Schools will sponsor inviting virtual events to engage families and support curriculum understanding

Indicator A2.28 - Instructional Teams and teachers utilize culturally relevant examples in curriculum and instruction to strengthen students' learning

Example of
Potential Action
Steps
(Select 1-2)

- ☐ Principal and/or Literacy Coach will provide professional learning on culturally relevant teaching
- ☐ Department teams of Grade Level teams will collectively discuss and plan lesson/units with examples of culturally relevant teaching



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School Planning Sheet

Indicator A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

Actions Steps



Indicator A4.06 - All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.

Action Steps





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