

Social Justice & Empowerment Station

Problem Statement: Teachers do not have effective strategies for working with children of color in poverty. Our students do not have solid motivation and value for education.

Goal: Students will be motivated and value education (because teachers will improve methodology by using culturally relevant best practices).

Rationale	Inputs	Activities	Outputs	Outcomes
<p>*To connect the Linden community (including students) with Windsor staff members</p> <p>*To impact student motivation, achievement, value for education</p> <p>*Train and develop staff, reduce the number of severe behavior incidents</p>	<p>I. Teachers: improve knowledge of culture and SES struggles, strategies for meeting the needs of this target population</p> <p>II. Students: exposure to culturally relevant educational resources, etc.</p> <p>III. Parents: improved relationships with staff members, education system</p> <p>IV. Supports: community leaders, staff, CEA, NEA, edCommunities</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • Online workshops • PLC- professional learning committees • Networks • Speakers/visitors • Staff Mtg/Ppt <p>Innovative practices:</p> <ul style="list-style-type: none"> • Behavioral PTSD therapeutic • Crisis response • Culturally responsive teaching/Incorporate African American literature <p>Exposure to positive African American role models, culturally relevant curriculum and literature, field trips, Tuskegee airmen, etc.</p> <p>Empowerment Station</p> <ul style="list-style-type: none"> • Positive interactions with staff and parents • Resources for parents • resources for families <p>Establish roles and responsibilities Shared vision, and commitment to change. Convince school leaders/admin.</p>	<p>1 month: Establish a committed team, reach an agreement with administration; Create a list of relevant literature and resources to provide to classrooms; Create an idea list for positive interactions (both students and parents); Introduce Empowerment Station to the community</p> <p>3 month: Empowerment station open and stocked; Building relationships and trust; PLC/blog started</p> <p>6 month: Check in with teachers, feedback on how teachers are using strategies in their rooms; review of behavior data; work with the PBIS team</p> <p>To Do List: webinars, guest speakers, etc. PD-how to minimize behavior issues with low SES minority students. PLC-professional learning community. Literature stockpile. Inspirational posters. Incorporate black Americans into curriculum. Bring in positive African American role models to speak to students and parents</p>	<p>Short Term: 1 year</p> <p>Change in teachers</p> <ul style="list-style-type: none"> • Pre/Post survey of teacher self-efficacy • Measure participation in skill building activities • What further needs do the teachers have? <p>Changes in student behavior- lower incidents of crisis behaviors, higher perception of safety in the school, higher overall satisfaction</p> <ul style="list-style-type: none"> • Pre/post surveys of student perceptions about teachers, about school, about safety, etc. <p>Long Term: Beyond 2 years</p> <p>Measure impact on parent perceptions and student academic achievement</p>

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Student Impact: If teachers utilize effective strategies for teaching students of color in poverty, then students will value education and be motivated to achieve academically.

Resources- Campbell-Burke- Muse- Jordan- liason to the community; Mr. Brown- lived in the community, church connections; Lynn Logan Grimes- MLK center in Columbus; Ruby Lopez Harper- art community, grants; Donna Collins- mentor for teachers, at the Ohio Arts council; Tuskegee Airmen- history, honor, mentorship opportunities; Big Brother, Big Sister

TEACH TO LEAD