



A Whole-School Model for Educational
EXCELLENCE & EQUITY

TROUBLING TRENDS

In 2018, the dropout rates for students who were Black (6.4%), Latinx (8.0%), Pacific Islander (8.1%), and Indigenous/Alaska Native (9.5%) were all higher than white (4.2%) and Asian-American students (1.9%). (National Center for Education Statistics, 2018)

In 2008, Black students whose parents made above \$200,000 a year scored at the same level on the SAT as:

- Latinx students from families making \$100-120K/yr
- White students from families making \$40-60k/yr
- Asian-American students from families making \$20-40k/yr

(Journal of Blacks in Higher Education, 2009)

Black preschool students are four times more likely to be suspended than white preschool students. (US Department of Education, 2014)

Black boys are three times more likely to be suspended from school than white boys. (US Department of Education, 2012)

Black girls are six times more likely to be suspended from school than white girls. (US Department of Education, 2012)

The typical white family has eight times the wealth of the typical Black family and five times the wealth of the typical Hispanic family. (US Federal Reserve, 2020)

White families have an average wealth of \$983,400. Black families have an average wealth of \$142,500. Hispanic families have an average wealth of \$165,500. (US Federal Reserve, 2020)

1 in 4 Black students has a parent who is or has been incarcerated. (Economic Policy Institute, 2016)

In 2018, Black students performed 32 points below white students in 8th-grade math. (National Association of Education Progress, 2019)

DATA IS JUST A STORY.

And this data tells a story of racial inequity. The good news is that

racial equity is possible.

The story of Black and Hispanic students in our schools **can** change. But, it will take **all of us** to achieve it. Every leader. Every teacher. Every student. Every parent. Together, **we can change the story.**



“The ability to **imagine a world that is different** than the present is the beginning of any movement for change: to be able to communicate the world one imagines to others **and have it feel possible** is the power of narrative.”

From America Healing

WRITING A NEW STORY

We believe every student of color deserves to have **culturally competent, racially conscious, and highly effective** teachers and leaders in their schools.

We are on a mission to provide **every educator** with the critical **knowledge and skills** needed to teach and lead for **excellence and equity**. We are **writing a new story** for students.



-Dr. Toni Harrison-Kelly & Dr. Sharla Horton-Williams

All In is a national movement to **engage, educate, equip, and empower** all stakeholders to **disrupt inequity** in their local contexts. When everyone is all in, **we can change the story** for Black and Hispanic students.

All In Schools operate within an **integrated equity-centered framework for teaching, learning, and leading** that creates optimal conditions for student success through:

- highly effective, culturally responsive, evidenced based instructional pedagogies
- highly effective, evidence based culturally responsive school leadership practices
- an inclusive, culturally affirming student-centered school culture, and
- connected, engaged, and empowered families

ALL-IN SCHOOLS

WHAT IS AN ALL IN SCHOOL?

All In is a national movement to engage, educate, equip, and empower all stakeholders to disrupt inequity in their local contexts. When everyone is ALL IN, **we can change the story** for Black and Hispanic students. All In Schools operate within an integrated equity framework that combines **effective instruction, effective leadership, a student-centered school culture, and highly engaged families** to create the optimal conditions for student success.

THREE REASONS TO GO ALL IN

1. **Just and equitable schools** mean a **just and equitable society**.
2. Racial inequity is a chronic problem in education that ultimately affects many areas of a student's life. This is not just a matter of learning; for some students, inequity is **a matter of life and death**.
3. **Black and Hispanic students deserve better** than what we've been giving them.

ABOUT ALL IN

The **All In** model is rooted in **three key beliefs**:

- **Inequity is systemic.** It has persisted for decades in our educational system as well as in other systems that impact the entire social ecosystem. By empowering all stakeholders, we can change systems.
- **Equity is our responsibility.** As individuals, we may not have been the ones to directly write the policies that got us where we are. Our current state of educational inequity is not our fault, but it is our responsibility. We all have a part to play in achieving racial equity in schools.
- **Equity is possible.** While equity has not yet been achieved broadly, there are models of educational equity initiatives from which we can - and should - learn and base our practices. Schools are agents of social change. If we can achieve equity in schools, we can achieve equity in society! And **we can, together**.

The **All In** model is:

1. **Focused.** There is one goal. Equity. Every component of the All In model is based on current research and best practices for achieving educational equity. **We balance the urgency of racial equity with patience** to ensure sustainability of the work.
2. **Integrated, not isolated.** The All In model **integrates instruction, leadership, learning,** and social-emotional programming into one comprehensive school-wide approach to provide an exemplary school experience for students.
3. **Research-based.** The All In model is based on **decades of scholarly research** from a wide range of educational researchers on topics including social emotional learning, effective instruction, culturally relevant pedagogies, educational equity, social justice school leadership, neuroscience and learning, adult learning theory, and more (see the Rationale, Research, & Resources section for details).
4. **Collaborative, connected, and comprehensive.** The All In model takes a multi-year, multi-role collaborative approach to the work of achieving educational equity. Over the course of four years, together with an equity coach, teachers, leaders, families, and students learn and work together to impact the **knowledge, beliefs, and behaviors** of teachers and leaders and change outcomes for students.
5. **Local.** All In Schools develop a local vision for excellence and equity and their own strategy for achieving that vision. The research is global, but the work is **personal and local** to meet the **unique needs** of the **individual school community**.

- **FOCUSED**
- **INTEGRATED, NOT ISOLATED**
- **RESEARCH-BASED**
- **COLLABORATIVE, CONNECTED, AND COMPREHENSIVE**
- **LOCAL**



a WHOLE- SCHOOL MODEL for

EXCELLENCE & EQUITY

all in for all kids all in for all kids all in for all kids



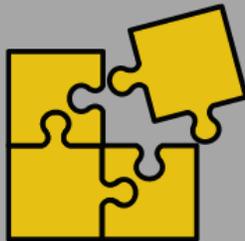
WHY

- Only 18% of Black 4th graders read proficiently
- For every 10 white students that graduate, only 1 BIPOC student graduates
- Black girls are six times more likely to be suspended from school than white girls



WHO

- Leaders
- Teachers
- Students
- Families



WHAT

- Inclusive, student-centered school culture
- Culturally responsive SEL and academic instruction
- Equity-centered leadership
- Collaborative family engagement



HOW

- Local equity strategy & action plan
- Research-based training & professional development
- Restorative practices
- Comprehensive, integrated programming

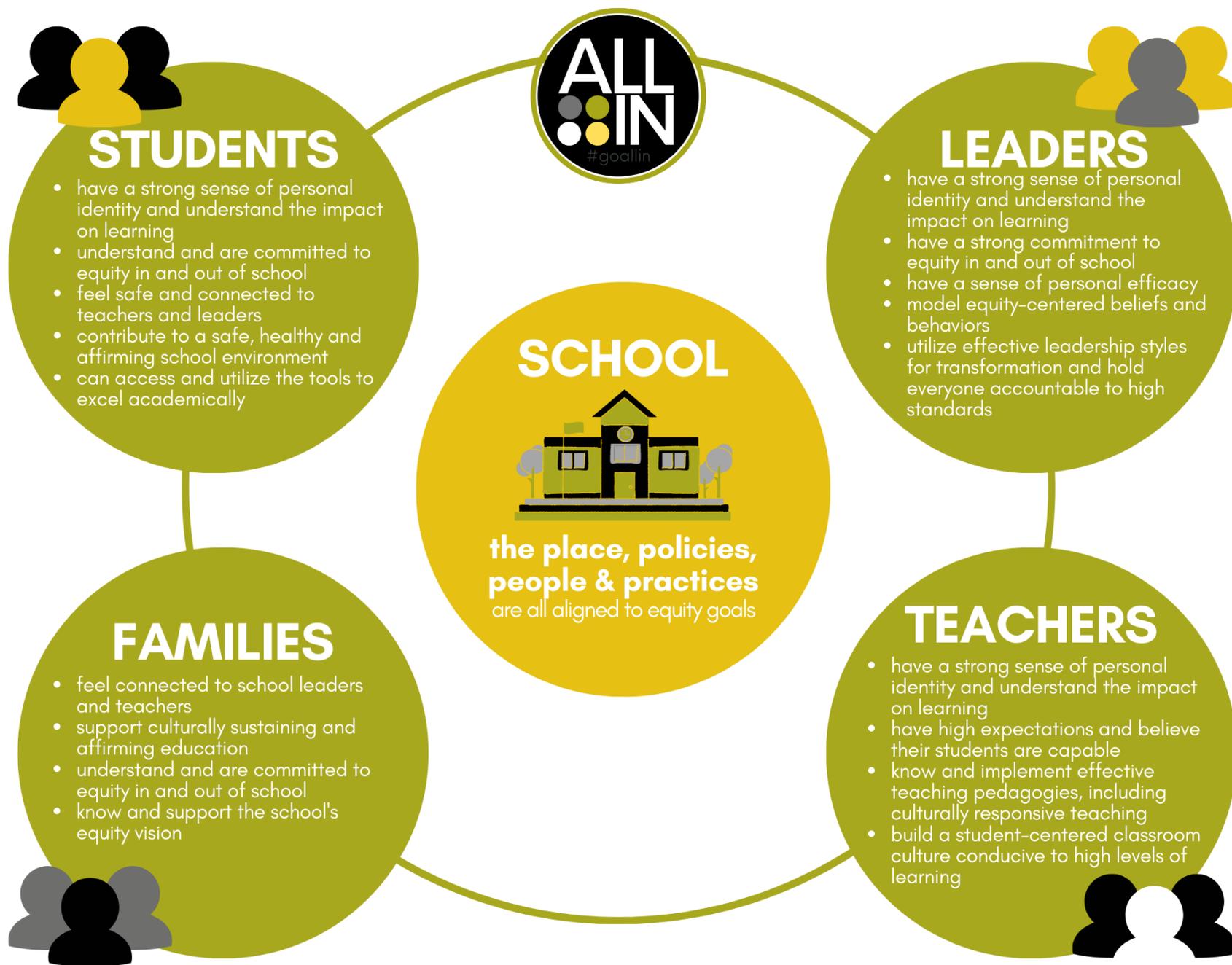
ALL IN SUMMARY



ALL IN SCHOOLS:

- Participate in over **100 hours** of training, program development, and implementation support with a dedicated 1:1 school equity coach for four years
- Receive more than **20 framework tools** - walkthrough rubrics, instructional planning tools, student learning tools, stakeholder experience surveys, data review tools, teacher and leader reflection tools, and family engagement tools - to support whole-school implementation
- Benefit from an embedded culturally-affirming **SEL/restorative practices curriculum** which is designed to support instruction while promoting positive racial and cultural identity, a strong sense of belonging and community, and a strong student culture in every classroom and across the campus
- Receive **capacity-building** coaching for the school leaders and project team throughout the program to support implementation. Our gradual release approach also builds a pipeline of highly effective, equity-centered leaders who are fully equipped and empowered to lead the work of educational excellence and equity after completion of the program.
- Receive a **leadership library** for school leaders featuring grounding research publications, including the following books:
 - Culturally Responsive School Leadership, M. Khalifa
 - Culturally Responsive Teaching & the Brain, Z. Hammond
 - Cultivating Genius, G. Muhammad
 - We Want to Do More Than Survive, B. Love
 - Courageous Conversations About Race, G. Singleton
 - And additional scholarly journal articles to inform their work
- Receive **All In Equity School certification/designation** upon completion of program
- Receive **All In Equity Educator certification/designation** for teachers and leaders who complete all four years of programming
- Receive **All In Equity Facilitator certification** for all AIE program team members who complete all four years of programming
- Receive **an All In Equity banner** and school spotlight page on www.allinequity.org

WHAT DOES AN ALL IN SCHOOL LOOK LIKE?



WHY GO ALL IN?

IDEAL OUTCOMES

Given true fidelity to the All In framework, the following **ideal** outcomes can be expected for an All In School by the end of year four as measured by pre- and post-program assessments:

90% of students, families, teachers, and leaders will report:

- improved **school culture**
- improved **sense of belonging**
- improved **teaching and learning**
- Improved **understanding of and commitment to educational equity**, and
- improved **confidence** in the vision and direction of the school.

Additionally, at the end of four years:

90% of all school **practices and policies** are aligned to equity goals

90% reduction in exclusionary discipline

100% of schools will be able to independently perform an equity audit and develop and actualize a responsive, actionable, and comprehensive school-wide strategy to achieve their equity goals

90% of students engage in **non-academic** opportunities and activities

90% of students improve academic performance across content areas

90% of parents engage in the school community at least twice per year

90% of teachers implement **culturally responsive and evidence-based** instructional practices **90%** of the time

YEAR ONE

The goal of YEAR ONE is to assess the school's current **equity needs**, level-set equity **vocabulary and goals** community wide, begin foundational learning in racial equity, build **equity-centered leadership** capacity in the core leadership team, and inspire the entire school community toward a shared **vision** for educational excellence and equity.

^Train The Trainer : from year one, we begin to prepare campus leaders to shepherd their own equity vision by providing train the trainer sessions designed to improve their workshop facilitation skills to prepare them for independent leadership.

PHASE ONE ALL IN LEADERSHIP RETREAT

- Who** | Principal, assistant principal(s), teacher/department leaders, counselor(s), school secretary, district supervisor/leader (optional).
- What** | Campus data review. Campus SWOT analysis. Campus vision-setting. Collective commitments. Personal equity plans. All In Leadership Team (AILT) recruitment (5-10% of total school staff). Professional learning:
- *Mirror, Mirror on the Wall: How Personal Identity Informs Our Work*
 - *The R Word: Skills, Strategies, and Stamina for Healthy Dialogue About Race* ^
 - *Back and Forth: The History of Race, Racism, and Inequity in Education*
 - *Everyday Inequity: Introduction to Conducting Equity Audits* ^
- When** | Summer (10 hours)

PHASE TWO ALL IN PROFESSIONAL LEARNING & SCHOOL EQUITY AUDIT

- Who** | Principal, assistant principal(s), teacher/department leaders, counselor(s), school secretary, district supervisor/leader (optional), AILT members
- What** | Comprehensive equity audit (curriculum, discipline, parent engagement, advanced academics, physical environment, non-academic opportunities, special education/504/RtI/MTSS, teacher proficiency/placement, leadership representation). Develop campus strategic plan (purpose, priorities, people, and process) and metrics. Professional learning series/sessions:
- *Lead Well Part 1: Leading Your School for Excellence and Equity*
 - *I Present to You: Developing & Delivering High Impact Professional Development*
- When** | Fall (8 hours)

PHASE THREE ALL IN YEAR ONE COMMUNITY KICKOFF

- Who** | School community (leaders, parents, students, teachers, counselors, staff)
- What** | Keynote address - "Just Imagine: A Story of Hope for All Students." AILT presentation (campus strategic plan).
- When** | Fall/Late November or early December (1 hour)

PHASE FOUR ALL IN PROFESSIONAL LEARNING & PERSONAL EQUITY PLANS

- Who** | School community (leaders, parents, teachers, counselors, staff)
- What** | Collective commitments. Personal equity plans. Professional learning series: *Ready. Set. Go.*
- *The R Word: Skills, Strategies, and Stamina for Healthy Dialogue About Race*
 - *Back and Forth: The History of Race, Racism, and Inequity in Education*
 - *Race, Color, and Culture 101*
 - *Say This Not That: Cross-Cultural Communication*
- When** | Spring (4 hours)

YEAR TWO

In YEAR TWO, educators begin the important work of transforming school culture from the inside out. All school leaders and teachers engage in critical personal identity work and the school shapes a new shared vision for their approach to school culture through restorative practices and community building. The groundwork is also laid to begin the work in equitable and effective instruction. The leadership capacity-building work continues with the AILT honing their presentation skills with train-the-trainer sessions.

PHASE ONE ALL IN LEADERSHIP RETREAT

ONE

Who | Principal, assistant principal(s), teacher/department leaders, counselor(s), school secretary, district supervisor/leader (optional), AILT

What | Development of campus-specific All In teaching, learning, and leading framework (standards, expectations, supports, and accountability). Campus data review. Equity audit and action plan review and revision. Professional learning includes:

- *Lead Well Part 2: Leading Your School for Excellence and Equity (Critical Reflection & Transformational Leadership)*
- *Connections: Building A Strong Culture Through Connections and Community* ^

When | Summer (12 hours)

PHASE TWO ALL IN YEAR TWO COMMUNITY KICKOFF

TWO

Who | School community (leaders, parents, students, teachers, staff, community members)

What | Keynote address - "The Power of Just ONE" and AILT presentation to school community (review of campus strategic plan and progress toward goals).

When | Fall/Late November or early December (1 hour)

PHASE THREE ALL IN STUDENT EXPERIENCE SURVEYS & PROFESSIONAL DEVELOPMENT

THREE

Who | Students

What | Student experience surveys and listening circles with equity coaches and ALLT.

When | Early Fall (September)

Who | School community (leaders, parents, teachers, staff, community members)

What | Professional learning series/sessions: *Inside Out*

- *Understanding Me: Mirror, Mirror on the Wall*
- *Understanding Them: The Stories of Our Students*
- *First Things First: The Power of Relationships in Student Success*
- *Everyday Equity: 10 Questions for Ensuring Equity in the Classroom & Campus*

When | Fall (5 hours)

PHASE FOUR ALL IN PROFESSIONAL DEVELOPMENT

FOUR

Who | School community (leaders, parents, teachers, staff, students, community members)

What | Professional learning series: *Connections: Building a Strong School Community*

- *Connecting the Dots: Restorative Practices as a Means to Equity*
- *Connecting to the Culture: Learning and Leveraging Cultural Capital*
- *Connecting to the Kids: Circles for Community-Building*
- *Connecting to the Content: Circles for Learning*
- *Connecting after Conflict: Circles for Restoring*

When | Spring (6 hours)

YEAR THREE

In YEAR THREE, leaders begin to assume the work of leading professional learning, aligning all school policies and practices to their equity vision, and implementing the student learning and leadership component. Teachers begin the work of learning and utilizing effective pedagogies for exemplary student outcomes.

PHASE ONE ALL IN LEADERSHIP RETREAT

Who | Principal, assistant principal(s), teacher/department leaders, counselor(s), school secretary, district supervisor/leader (optional), AILT

What | Campus data review. Equity audit and action plan review/revision.

Professional learning:

- *Lead Well Part 3: Leading Your School for Excellence and Equity (Instructional Leadership)*
- *It's Not You; It's Me: Critical Reflection in School Leadership*

When | Summer (6 hours)

PHASE TWO ALL IN YEAR THREE COMMUNITY KICKOFF

Who | School community (leaders, parents, students, teachers, staff, community members)

What | Keynote address - "Make School Magical Again." AILT presentation (review of campus strategic plan and progress toward goals).

When | Fall/August (1 hour)

PHASE THREE ALL IN PROFESSIONAL DEVELOPMENT

Who | Students

What | Student learning series/sessions: *Learn To Lead*

- *Understanding Me: Mirror, Mirror on the Wall*
- *Understanding Us: The Stories in Our School*
- *First Things First: The Power of Relationships in Effecting Change*
- *The R Word: Developing the Skills, Strategies, and Stamina for Healthy Dialogue About Race*

When | Fall (6 hours)

Who | Principal, assistant principal(s), teacher/department leaders, counselor(s), school secretary, district supervisor/leader (optional), AILT

What | Action Research Project: *Community Capital: Learning, Leveraging, and Leading In Your Local Community*

When | Fall (10 hours)

PHASE FOUR ALL IN PROFESSIONAL DEVELOPMENT

Who | School community (leaders, parents, teachers, staff, community members)

What | Professional learning series: *Teach Well: Evidence Based Pedagogies for Exemplary Learning*

- *Everyday Equity: 10 Questions for Ensuring Equity in Classroom Culture*
- *The NEW 3Rs: Rigor, Relevance, and Real Life*
- *The Big Six: Six Essential Practices for Exemplary Instruction*
- *Open The Gate: Ensuring Opportunity and Access for All*
- *In My World: Content-Specific Instructional Practices for Excellence and Equity*
- *P3: Powerful Parent Partnerships*

When | Spring (8 hours)

YEAR FOUR

In YEAR FOUR, AILT leaders fully facilitate the work of leading professional learning, conducting the annual equity audit and action planning, onboarding new team members and orienting them in the All In Schools framework and unique school implementation.

PHASE ONE ALL IN LEADERSHIP RETREAT

Who | Principal, assistant principal(s), teacher/department leaders, counselor(s), school secretary, district supervisor/leader (optional), AILT

What | Campus data review. Equity audit and action plan review/revision.

Professional learning: *New teacher and leader boot camp*

When | Summer (6 hours)

PHASE TWO ALL IN YEAR FOUR COMMUNITY KICKOFF

Who | School community (leaders, parents, students, teachers, staff, community members)

What | Keynote address: "I See What You Did There". AILT presentation to school community

When | Fall/August (1 hour)

PHASE THREE ALL IN CAMPUS PROGRAMMING

When | Fall and Spring

Who | Students: *Coming In Hot!*

- *Make It Make Sense: Culturally responsive pedagogy for students (understanding how they learn and why)*
- *Higher Learning: Strategies and Skills for High Academic Achievement*
- *Finding My Future: Exploring New & Innovative Paths for College, Career, and Community Leadership*

Program support:

- **School-facilitated** implementation with support from equity coach (all year)
 - Three 1-hour **coaching** sessions with school leaders/AILT members (fall, winter, spring)
 - Final program review and action planning session to determine opportunities and barriers to sustaining the work (late spring)
 - Comprehensive program report (summer)
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PHASE FOUR PROGRAM REPORT & CELEBRATION

Who | School community (leaders, parents, teachers, staff, students, community members) facilitated by AILT

What | Presentation of comprehensive program report, including pre- and post-data, program highlights, program successes, and next steps

When | Spring (1 hour)

ALL IN SCHOOLS

rationale, research, & resources

The **All In School Model and Framework** is rooted deeply in the perspectives and well-documented and highly respected scholarship of the following educational equity researchers and practitioners:

- Dr. Muhammad Khalifa, Culturally Responsive School Leadership
- Dr. Gloria Ladson-Billings, Culturally Relevant Pedagogy
- Zaretta Hammond, Culturally Responsive Teaching
- Dr. Gholdy Muhammad, Culturally and Historically Responsive Literacy
- Dr. Dena Simmons, Culturally Relevant Social-Emotional Learning
- Dr. Bettina Love, Abolitionist Teaching
- Dr. Geneva Gay, Culturally Relevant Teaching

The following recent publications offer relevant and critical syntheses of their work and reinforce All In School's multi-tiered, integrated approach to racial equity and excellence in education.

[Learning Policy Institute, 2019](#)

Policymakers, educators, and the public are calling on schools to provide more powerful learning experiences focused on the demands of life, work, and citizenship—deeper learning— which will enable students to think critically, solve problems, use knowledge for new purposes, and learn how to learn. At the same time, school populations are becoming more diverse, school segregation is intensifying, and economic inequality is heightening divisions within educational systems, making it vital to prioritize equity and to adopt a social justice orientation in order to provide deeper learning experiences for every student in every school.

[Hanover Research, 2017](#)

"District leaders must craft **system-wide reform efforts** that address **academic expectations, access to learning opportunities, high-quality instruction, resource allocation, and accountability** to achieve educational equity."

"To create an equitable learning environment, **educators must be culturally competent** and possess the ability to communicate and work effectively across cultural lines."

[National Association of Secondary School Principals, 2021](#)

"...a **widely shared, well-enacted vision** that prioritizes learning for each child; continuous leadership from **instructionally engaged leaders; systemic supports** for students' academic, social, and emotional needs; and **engagement of families** and communities." [common factors of schools achieving promising outcomes from equity initiatives]

"Racism has also been perpetuated through policies and practices such as **exclusionary discipline, inadequate access to experienced educators**, lack of a diverse curriculum, inequitable funding and staffing in schools serving large numbers of students of color, tracking, and school segregation. Unfortunately, **many educators are not aware of their own identities and privileges and how they impact their work with students**. And they **receive little training** on how to identify and actively support solutions that will prevent racial injustice and increase educational equity. A survey conducted by Education Week found that **82 percent of educators had not received antiracist training in their preparation programs and 59 percent do not have the training or resources to support an anti-racist curriculum**. Most school leaders reported taking only one or two courses on equity or culturally responsive leadership in their principal preparation programs."

[Annenberg Institute for School Reform](#)

“To improve the entire ecosystem, specific institutional targets need to expose, address, and uplift those who are least served....Equity is not strictly policy-driven or compliance-based. It is a value system of service, humility, and love. It is about how **individuals show up and work together, with purpose and integrity**, to move the mountain of school reform.”

[Journal of Moral Education, 2020](#)

“Research in school discipline suggests that **punitive and exclusionary sanctions have adverse effects** on students and are **disproportionately administered to students of color** and low-income students. School-based restorative justice practices have recently gained attention as an alternative disciplinary approach that **emphasizes the reparation of harm and reconciliation** among students involved in conflict. These non-exclusionary practices have been increasingly considered as strategies to alleviate racial/ethnic disparities in discipline and academic achievement, particularly between Black and Latinx students and their White counterparts.”

[Center on Reinventing Public Education, 2020](#)

“The AEI survey finds that 73 percent of all parents want districts to provide staff professional development that promotes cultural sensitivity and addresses implicit bias, along with hiring “trauma-informed” counselors (72 percent) and developing culturally inclusive curricula (70 percent).”) <https://www.crpe.org/thelens/racial-equity-education-high-priority-parents>

[New America, 2020](#)

“Teachers are the drivers of culturally responsive practices in schools and classrooms. But without the appropriate training and support, even the most well-meaning teachers can unwittingly provide instruction that is irrelevant, ineffective, and even antagonistic to today’s diverse learners. Research concludes that recruiting a more racially diverse teaching workforce can dramatically improve cultural responsiveness in schools, but demographic parity is unlikely to be achieved in the coming years. Therefore, all teachers, regardless of background, benefit from support in reaching the diverse learners they are likely to serve. Unfortunately, teacher preparation programs and professional development systems across the country are not sufficiently preparing educators to bring CRT to life in the classroom. Consider: while some educator preparation programs are now required to offer coursework on teaching diverse students, **these courses are often narrow and disconnected from the mainstream curriculum**. In-service support and development fall short as well, as confirmed by teachers themselves. For instance, a 2018 survey of New York City teachers conducted by the Metropolitan Center for Research on Equity and the Transformation of Schools, found that **fewer than one in three teachers had received ongoing professional development on how to address issues of race and ethnicity in the classroom.**”

[Journal of Educational and Psychological Consultation, 2015](#)

“Teachers who were perceived by their students as frequently implementing many of the RP[restorative practices] elements tended to have better relationships with their students compared with infrequent implementers of RP.”

[Education Northwest, 2016](#)

“Research indicates that culturally relevant examples have positive effects on the academic achievement of racially, ethnically, culturally, and linguistically diverse students.” (Education Northwest, 2016)

[University of North Carolina at Wilmington, 2005](#)

“The eight [model] schools shared a number of characteristics, including: **High expectations** that were communicated in concrete ways. Principals held high expectations for faculty and staff, who held high expectations for themselves and the students. There was a strong belief that all students could succeed academically and that faculty and staff were capable of making this happen. **Relationships.** The caring, nurturing atmosphere in each of the schools related closely to high expectations. Respectful relationships were observed among adults, between adults and students, and among students. **Academic, instructional focus.** All eight schools had a strong focus on academics, instruction, and student learning. **Student assessment.** All of the schools paid close attention to their performance on state assessments, but the results from the state test were just a starting point. Each school had a system in place to **regularly assess the progress** of individual students and to plan or change instruction to meet the students’ needs. **Leadership and decision-making.** Leadership styles varied greatly at the schools, but all shared a **collaborative decision-making process.** None of the schools had an authoritarian or dictatorial leader, and faculty and staff were involved in making most key decisions. **Faculty work ethic and morale.** The faculty and staff worked very hard to meet their students’ needs, regularly **analyzing data** on individual students and **planning appropriate instruction** or interventions. They helped families and students find transportation, clothing, health care, and other services, and they worked after school and on weekends to provide help with tutoring, portfolios, assessment preparation, or parent programs. They did this work with enthusiasm and dedication; there were no reports of overload or teacher burnout. **Teacher recruitment, hiring, and assignment.** A contributing factor to the high morale and overall success of the schools was the careful and intentional manner in which teachers were recruited, hired, and assigned.

[Harvard Graduate School of Education, 2015](#)

“To support principals in developing the culture of trust required to engage in tough dialogue about issues of race and equity, districts might invest in training principals and teachers in how to organize and lead such “courageous conversations” (Singleton, 2006). ...In addition, districts might simply build greater awareness among school leaders—most of whom are White—regarding what is known about how teachers of color experience working in their schools. Efforts such as these—which are intended to build relational trust, open communication, and multicultural capital—might improve the working conditions for teachers of color and, in turn, increase the likelihood that they would stay in their schools. **High retention rates would likely help schools build reputations as good places for teachers of color to work.**”

[School Leadership Review, 2020](#)

“These principals [of high-performing, high-minority schools] did not see themselves as highly effective leaders. Interestingly, they did not talk about scores in separate disciplines. Instead, they talked about the importance of fostering a **school culture of learning** in these high-need schools, in order to build **individual and organizational capacity**. Individual capacity was demonstrated by promoting responsibility from all involved in the students' performance. They focused on **strengthening teachers, advocating for improvement in teaching, learning, and leading**—with student success as the ultimate outcome. In this study, we learned that rather than blaming society, educators, or a lack of organizational structures, principals **implemented structures, worked collectively with the community, and adapted structures and policies to the unique campus' needs**. They focused on **high expectations** instead of specific disciplines, and the task of preparing students under variables out of their control, such as poverty and discrimination. They considered their leadership responsibility to improve the experiences of students, parents, and teachers as rewarding, and significant.”

[Midwest Plains Equity Assistance Center](#)

“The emphasis on traditional forms of involvement within schools neglects culturally diverse perspectives and constructs restrictive roles for parents and caregivers to be engaged in their child's education. This focus on traditional in school roles also **averts attention from school's responsibility to provide sufficient avenues for historically marginalized families involvement** and away from understanding systemic school barriers that prevent parents and caregivers from participating within the school walls.”



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Learn more about our work [here](#).