

District Equity Goal Action Planning

Step 2: Macro-Planning

2020-2021 SY

Domain 1: Anti-Racism

Baseline Data: _____

Overarching Goal: *Increase the awareness of systemic racism and inequities that exist in our school community.*

<p>Subgoal 1.1: Explicitly highlight examples of systemic racism and inequities in curricular units of study.</p> <p>Committee(s) Responsible: Curriculum Committee</p> <p>Influenced by: Administrator Learning</p>			
Action Step	Task(s)	Resources Needed	Responsible Parties
Design a comprehensive curriculum management plan	<ul style="list-style-type: none"> Identify stages and sequence of curriculum review and development, including process for integrating CLR strategies State roles and responsibilities of stakeholders for curriculum development, implementation, monitoring, evaluation, review, and revision Determine timing, scope, and procedures for curriculum review and adoption by the committee, including format and components of alignment for curriculum guides Design a staff development program supporting curriculum design and delivery 	<ul style="list-style-type: none"> Time for planning, including time to review roles and responsibilities. PD funding for staff development program. 	<ul style="list-style-type: none"> ASCI, Supervisors, Directors. PD Fund Managers
Collaborate with communications committee to identify method for communicating the curriculum design process to staff	<ul style="list-style-type: none"> Expectations for the classroom delivery of the adopted curriculum Process for communicating curricular revisions to the board, staff, and community 	<ul style="list-style-type: none"> Time for planning and communicating. 	<ul style="list-style-type: none"> ASCI
Establish and implement a curriculum review cycle that includes a model for the design of curriculum guides	<ul style="list-style-type: none"> Select a consistent format for documenting the scope and sequence across grade levels and courses and within grade levels of specific curriculum areas, and format for curriculum guides Establish a timetable for developing, evaluating, and revising curriculum guides for each subject and course offered 	<ul style="list-style-type: none"> Use the existing Rubicon platform, but add codes / language / resources that infuse CLR into existing curricula. 	<ul style="list-style-type: none"> ASCI, Supervisors, Directors
Select a curriculum design team with individuals from each grade level and subject area for the scope and sequence design, and provide training in vertical design of curriculum standards and benchmarks/ objectives	<ul style="list-style-type: none"> Select a smaller curriculum design team with a representative from each cluster of grade levels: K-2, 3-5, 6-8, and 9-12 Train these team members in design of the curriculum guides, building upon an established scope and sequence of standards, benchmarks, and objectives 	<ul style="list-style-type: none"> Time Funds for training 	<ul style="list-style-type: none"> ASCI District Supervisors and Directors
Review the latest research and expert thinking in the discipline with those currently teaching in the curricular area	<ul style="list-style-type: none"> Create a checklist of look for to assess the current strengths and weaknesses of existing curriculum Include the curriculum guide components listed in the curriculum management plan 	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> ASCI District Supervisors and Directors
Infuse CLR strategies into existing curriculum	<ul style="list-style-type: none"> Review existing standards, benchmarks, and objectives for clarity and appropriateness, and assign estimates of time allocation for the learning objectives Match objectives to state standards and assessments by content, context, and cognitive types used Include suggestions on how to integrate instructional technology into the lessons 	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> ASCI District Supervisors and Directors Supervisor of E,I&WL

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	<ul style="list-style-type: none"> Align instructional strategies with the context of state and local assessments Develop specific examples and model lessons on how to approach the key concepts and skills in the classroom using a variety of instructional strategies Include strategies for meeting the needs of CL diverse students and to foster interdisciplinary connections Obtain feedback from the curriculum review team Access assistance from external consultants as “critical friends” to critique the process Obtain feedback from teachers not on the review team 		
Pilot draft curriculum	<ul style="list-style-type: none"> Identify the most closely aligned materials to pilot with the draft curriculum, including resource materials, assessments, and instructional strategies 	<ul style="list-style-type: none"> Pilot unit curriculum materials 	<ul style="list-style-type: none"> ASCI District Supervisors and Directors Teachers
Provide training in curriculum design and development	<ul style="list-style-type: none"> Provide training to district and school administrators in monitoring the delivery of the curriculum Assist schools in identifying needs held in common Identify and prioritize the instructional practices and strategies that are deemed most likely to lead to student success Require ongoing professional development for teachers and building administrators in research-based, effective instructional strategies for delivering a challenging curriculum to all students 	<ul style="list-style-type: none"> Time Funds for training 	<ul style="list-style-type: none"> ASCI District Supervisors and Directors Supervisor of E,I&WL

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Overarching Goal: *Increase the awareness of systemic racism and inequities that exist in our school community.*

Subgoal 1.2: Provide and structure opportunities for students to share their personal experiences with systemic racism and inequities.

Committee(s) Responsible: [School & Community Engagement](#), [Curriculum Committee](#), [Teacher Leadership Academy](#)

Influenced by: [Administrator Learning](#)

Action Step	Task(s)	Resources Needed	Responsible Parties
School & Community Engagement Committee			
Identify existing platforms or create new platforms for secondary students and staff to share personal experiences about systemic racism and inequities (Ex. Tuesday Talks, SEL in classroom)	<ul style="list-style-type: none"> Develop professional development for staff to explain the purpose of providing structure of using existing platforms or creating new platforms for students to share personal experiences of systemic racism and inequities Coordinate and schedule professional development calendar in conjunction with and in addition to existing district professional development calendar Identify personnel to facilitate professional development Facilitate professional development to explain the purpose of providing structure of using existing platforms or creating new platforms for students to share personal experiences of systemic racism and inequities throughout school year Develop professional development evaluation (feedback form) for participants to gather data Develop opportunities for Health Check (Cumulative Progress Indicators) for improvement of Professional development Implementing best practices to utilize identified or created platform to provide and structure opportunities for students to share personal experiences of systemic racism and inequities Develop data collection to measure the participation and effectiveness of platform (Ex. Pre and post for students) 	<ul style="list-style-type: none"> Best practices on conversations w/ systemic racism and inequities District Professional Development Calendar List of personnel who volunteered to facilitate professional development Virtual or physical space to facilitate professional development Feedback form (Survey) for professional development participants Cumulative Progress Indicator (CPI) dates Script/Curriculum for facilitator Feedback form (Survey) for students 	<ul style="list-style-type: none"> Best Practices (Lanise) Feedback form (Lanise) District Professional Calendar (Dan) List of possible facilitators (Daryn) Coordinating and scheduling professional development (Daryn) Coordinating facilitators for professional development Confirming virtual or physical space Distributing feedback form to professional development participants Scheduling CPI dates Distributing feedback form to students

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Identify existing platforms or create new platforms for elementary students to share personal experiences about systemic racism and inequities (Ex. Lunch & Learns)	<ul style="list-style-type: none"> • Develop professional development for staff to explain the purpose of providing structure of using existing platforms or creating new platforms for students to share personal experiences of systemic racism and inequities • Coordinate and schedule professional development calendar in conjunction with and in addition to existing district professional development calendar • Identify personnel to facilitate professional development • Facilitate professional development to explain the purpose of providing structure of using existing platforms or creating new platforms for students to share personal experiences of systemic racism and inequities throughout school year • Develop professional development evaluation (feedback form) for participants to gather data • Develop opportunities for Health Check (Cumulative Progress Indicators) for improvement of Professional development • Use identified or created platform to provide and structure opportunities for students to share personal experiences of systemic racism and inequities • Develop data collection to measure the participation and effectiveness of platform (Ex.Pre and post for students) 	<ul style="list-style-type: none"> • Best practices on conversations w/ systemic racism and inequities • District Professional Development Calendar • List of personnel who volunteered to facilitate professional development • Virtual or physical space to facilitate professional development • Feedback form (Survey) for professional development participants • Cumulative Progress Indicator (CPI) dates • Script/Curriculum for facilitator • Feedback form (Survey) for students 	<ul style="list-style-type: none"> • Best Practices (Lanise) • Feedback form (Lanise) • District Professional Calendar (Dan) • List of possible facilitators (Daryn) • Coordinating and scheduling professional development (Daryn) • Coordinating facilitators for professional development • Confirming virtual or physical space • Distributing feedback form to professional development participants • Scheduling CPI dates • Distributing feedback form to students
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Curriculum Committee			
Audit curriculum for opportunities for students to share their experiences with systematic racism and inequity.	<ul style="list-style-type: none"> Identify stages and sequence of curriculum review and development to include opportunities for students to share their experiences with systematic racism and inequity. State roles and responsibilities of stakeholders for curriculum development, implementation, monitoring, evaluation, review, and revision Determine timing, scope, and procedures for curriculum review and adoption by the committee, including format and components of alignment for curriculum guides Design a staff development program supporting curriculum design and delivery Create a checklist of look for to assess the current strengths and weaknesses of existing curriculum Include the curriculum guide components listed in the curriculum management plan 	<ul style="list-style-type: none"> Time for planning, including time to review roles and responsibilities. PD funding for staff development program. 	<ul style="list-style-type: none"> ASCI, Supervisors, Directors. Director of Assessment and Accountability
Establish and implement a curriculum review cycle that includes a model for the design of curriculum guides that include opportunities for students to share their experiences with systematic racism and inequity.	<ul style="list-style-type: none"> Select a consistent format for documenting the scope and sequence across grade levels and courses and within grade levels of specific curriculum areas, and format for curriculum guides Establish a timetable for developing, evaluating, and revising curriculum guides for each subject and course offered 	<ul style="list-style-type: none"> Use the existing Rubicon platform, but add codes / language / resources that infuse opportunities for students to share their experiences with systematic racism and inequity. Existing curricula. 	<ul style="list-style-type: none"> ASCI, Supervisors, Directors, & Coaches
Select a curriculum design team with individuals from each grade level and subject area for the scope and sequence design, and provide training in vertical design of curriculum standards and benchmarks/ objectives	<ul style="list-style-type: none"> Select a smaller curriculum design team with a representative from each cluster of grade levels: K-2, 3-5, 6-8, and 9-12 Train these team members in design of the curriculum guides, building upon an established scope and sequence of standards, benchmarks, and objectives 	<ul style="list-style-type: none"> Salary for coaches and teachers. Bonuses for supervisors. Time for planning, including time to review roles and responsibilities. 	<ul style="list-style-type: none"> Supervisors, Directors, Coaches, & Teachers (Possibly principals)
Review the latest research and expert thinking in addressing systemic racism and inequity with those currently teaching in the curricular area and provide professional development.	<ul style="list-style-type: none"> Find the latest research addressing systemic racism and inequity. Find and provide professional development resources. Create a professional development calendar for providing said PD opportunities and follow-up. 	<ul style="list-style-type: none"> Internet Money for PD Consultants, Books and materials 	<ul style="list-style-type: none"> ASCI Director of Assessment and Accountability Supervisors Principals
Infuse opportunities for students to share their experiences with systematic racism and inequity strategies into existing curriculum.	<ul style="list-style-type: none"> Review existing standards, benchmarks, and objectives for clarity and appropriateness, and assign estimates of time allocation for the learning objectives Match objectives to state standards and assessments by content, context, and cognitive types used Include suggestions on how to integrate instructional technology into the lessons 	<ul style="list-style-type: none"> Time Money Technology (survey, data analysis) 	<ul style="list-style-type: none"> Teachers Supervisors Directors Coaches Principals

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	<ul style="list-style-type: none"> Align instructional strategies with the context of state and local assessments Develop specific examples and model lessons on how to approach the key concepts and skills in the classroom using a variety of instructional strategies Include strategies for meeting the needs of students to share their experiences with systematic racism and inequity Obtain feedback from the curriculum review team Access assistance from external consultants as “critical friends” to critique the process Obtain feedback from teachers and principals not on the review team. Obtain feedback from students. 		<ul style="list-style-type: none"> Department of Assessment and Accountability
Teacher Leadership Academy/Minority Recruitment Committee			
Provide teacher professional development to create a safe and welcoming classroom environment where students have opportunities to share their personal experiences with systemic racism and inequities.	<ul style="list-style-type: none"> Establish a structure and system for teacher professional development Develop a shared vision for and understanding for collaboration. Provide practice in responding to what can often be emotional experiences by using role playing and using structures for uncomfortable conversations among staff. Model in climate/culture principal meetings that we are using courageous conversations, as this will empower teachers to use similar approaches in classroom conversations. 	<ul style="list-style-type: none"> Time to learn, process, and practice CLR training. 	<ul style="list-style-type: none"> Supervisor of Equity, Inclusion & World Languages TLA Turn-Key trainers Principals and Vice Principals
Embed explicit opportunities for students in taught curriculum and lesson planning (e.g., Social Studies)	<ul style="list-style-type: none"> Support the Curriculum Committee’s work to achieve this goal. 	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Curriculum Committee
Develop an accountability system to measure the frequency of such opportunities.	<ul style="list-style-type: none"> Revise electronic walkthrough protocol Develop Peer observation feedback form 	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> ASCI Supervisor of Equity, Inclusion & World Languages

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Overarching Goal: *Increase the awareness of systemic racism and inequities that exist in our school community.*

Subgoal 1.3: Audit each curriculum to identify the degree to which it creates authentic connections about the history and contributions of racial and ethnic minorities. Committee(s) Responsible: Equity Goal Setting , Curriculum Committee Influenced by: N/A			
Action Step	Task(s)	Resources Needed	Responsible Parties
Curriculum Committee			
Audit each curricula to identify the degree to which it creates authentic connections about the history and contributions of racial and ethnic minorities.	<ul style="list-style-type: none">Form committees to review the current curriculum within each departmentIdentify under-represented populations, identify resources to create CLR curriculum	<ul style="list-style-type: none">CLR Evaluation Tool from Lanise	<ul style="list-style-type: none">ASCI, District Supervisors and Directors, Principals & Vice Principals, and Instructional Coaches
Equity Goal Setting Committee			
Identify a priority list of curricula to revise that helps create authentic connections about the history and contributions of racial and ethnic minorities.	<ul style="list-style-type: none">Establish an appropriate SMART goal grounded in data gathered from curriculum audit.Review progress with curriculum committee input.As needed, revise and set new curriculum revision goals.	<ul style="list-style-type: none">Curriculum auditing scheduleTime	<ul style="list-style-type: none">ASCISupervisor of E,I&WLSupervisors/ Directors

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Baseline Data: _____

Overarching Goal: *Increase the awareness of systemic racism and inequities that exist in our school community.*

Subgoal 1.4: Elevate opportunities for stakeholders to volunteer with anti-racist or racial justice organizations. Committee(s) Responsible: Teacher Leadership Academy Influenced by: School & Community Engagement			
Action Step	Task(s)	Resources Needed	Responsible Parties
Research and identify opportunities for stakeholders to volunteer in anti-racist or social justice organizations.	<ul style="list-style-type: none">• Conduct research to identify opportunities• Create a flyer promoting volunteer activities at anti-racist or social justice organizations.• Promote community events, such as <i>Friday Night Flights: See America in Color</i>.	<ul style="list-style-type: none">• Time	<ul style="list-style-type: none">• Superintendent• District Admins
Facilitate discussion surrounding the topic of systemic racism.	<ul style="list-style-type: none">• Collaborate with organization leaders to discuss systemic racism.• Promote understanding of the ways in which inequitable outcomes are symptoms of systemic racism, validating the volunteer efforts in social justice and anti-racist organizations.	<ul style="list-style-type: none">• Time	<ul style="list-style-type: none">• Superintendent• ASCI• Supervisor of E,I&WL• District Admins

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Baseline Data: _____

Overarching Goal: Increase the awareness of systemic racism and inequities that exist in our school community.

<p>Subgoal 1.5: Use a survey tool to assess cultural or racial biases of all teacher applicants and long-term substitutes.</p> <p>Committee(s) Responsible: Teacher Leadership Academy</p> <p>Influenced by: N/A</p>			
Action Step	Task(s)	Resources Needed	Responsible Parties
Identify or create a tool that can be used during the interview process to identify cultural awareness.	<ul style="list-style-type: none">Research implicit bias/cultural awareness identification tools/platforms, to be used as part of the interviewing process.If such tools are determined as viable for use in our hiring processes, research the costs of acquiring them.If one does not exist, develop a tool.	<ul style="list-style-type: none">TimeFunding, if a tool is available for purchase.	<ul style="list-style-type: none">ASCISupervisor of E,I&WLHuman Resources Department
Coordinate an opportunity for all new hires during their onboarding process to receive PD on cultural competence.	<ul style="list-style-type: none">Build CLR learning units into onboarding for teachers hired after New Teacher Orientation.Include CLR training each year during New Teacher Orientation and New Teacher Academy.	<ul style="list-style-type: none">Time	<ul style="list-style-type: none">ASCISupervisor of E,I&WLHuman Resources Department
Create proactive and practical pathways to increase staff diversity in our schools.	<ul style="list-style-type: none">Create a shared vision of recruitment and hiring practices.Establish contacts with regional colleges/universities to recruit minority teachers.Establish contacts with HBCUsDevelop programs in the district to attract students of color and bilingual students to the teaching profession.	<ul style="list-style-type: none">TimeCollaboration	<ul style="list-style-type: none">ASCISupervisor of E,I&WLHuman Resources DepartmentTLA/Minority Recruitment SubcommitteeDistrict Admins

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Overarching Goal: *Increase the awareness of systemic racism and inequities that exist in our school community.*

<p>Subgoal 1.6: Disaggregate data to identify disparities between racial groups in student academic performance, achievement, and participation in academic programs (high school graduation rates, advanced course participation, standardized test scores, suspension rates, and the identification of students as gifted and talented, or requiring special education services).</p> <p>Committee(s) Responsible: Teacher Leadership Academy, Administrator Learning</p> <p>Influenced by: N/A</p>			
Action Step	Task(s)	Resources Needed	Responsible Parties
Teacher Leadership Academy Committee			
Create opportunities for underrepresented groups to access G&T and advanced level courses.	<ul style="list-style-type: none"> Continue careful monitoring of the district's three-year Comprehensive Equity Plan, which contains this goal. Explore additional criteria measures/assessments so that students who would otherwise do well in G&T are not “missed.” 	<ul style="list-style-type: none"> Time to research additional measures and alternative assessments. Funds for alternative assessments. 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL Supervisor of G&T School Counselors, K-12
Use PBS Data to identify discrepancies in discipline practices.	<ul style="list-style-type: none"> Routinely review PBS data to identify discrepancies. 	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Supervisor of E,I&WL Principals
Develop a shared vision and understanding about access/opportunity disparities with students.	<ul style="list-style-type: none"> Facilitate student-led PLC and other opportunities to develop a shared vision. 	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Supervisor of E,I&WL School Counselors
Administrator Learning Committee			
Adjust placement criteria to remove unnecessary barriers. <ul style="list-style-type: none"> Under identification of ELs and Special Education students for G&T, Honors, AP courses. 	<ul style="list-style-type: none"> Review G&T, Honors, AP course placement criteria. Establish a schedule for consistent review of data as an admin unit 	<ul style="list-style-type: none"> Time Collaboration 	<ul style="list-style-type: none"> ASCI and Supervisor of E,I&WL Supervisors/Directors who oversee G&T, Honors, AP courses
Create a support structure to assist the district’s under-represented demographic groups in successfully meeting the criteria for G&T (specific to elementary), Honors, and AP courses.	<ul style="list-style-type: none"> Help teachers develop mindsets to identify student potential for success in rigorous instruction, AP courses, and extracurricular activities. Create support structures to assist students who are new to these opportunities. 	<ul style="list-style-type: none"> Professional Development Time Funding for tutoring/extra help opportunities 	<ul style="list-style-type: none"> ASCI and Supervisor of E,I&WL Supervisors/Directors who oversee G&T, Honors, and AP programs
Consider changes to the District Code of Conduct that would allow	<ul style="list-style-type: none"> Develop alternative consequences other than mandatory suspensions for specific offenses. 	<ul style="list-style-type: none"> Professional 	<ul style="list-style-type: none"> ASCI and Supervisor

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disciplinarians greater discretion when handling student disciplinary situations	<ul style="list-style-type: none">• Help disciplinarians (deans and administrators) develop their capacities in restorative disciplinary practices	Development on Restorative Practices <ul style="list-style-type: none">• Time	of E,I&WL <ul style="list-style-type: none">• Director of School Management• Principals, Vice Principals, Deans
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Baseline Data: _____

Overarching Goal: *Increase the awareness of systemic racism and inequities that exist in our school community.*

Subgoal 1.7: Respect and champion the diversity and life experiences of all community members. Committee(s) Responsible: School & Community Engagement , Communication Plan Influenced by: Teacher Leadership Academy			
Action Step	Task(s)	Resources Needed	Responsible Parties
School & Community Engagement Committee			
Identify existing platforms or create new platforms for parents to share personal experiences about systemic racism and inequities (Ex. Parent University)	<ul style="list-style-type: none"> Develop themes based off specific feedback from parents Calendar for parent universities (Ex. Bi-Annually, Semester) Work in conjunction w/ communication committee Connect w/ PTSO liaisons for feedback (Ex. Focus Group) 	<ul style="list-style-type: none"> Data from Climate and Culture Survey Space to collect comments, feedback for parents (Ex. monitored email or forum (in conjunction communication plan)) 	<ul style="list-style-type: none"> School & Community Engagement School Counselors Central & Building Admin Best practices for focus groups (Lanise)
Maximize community partnerships (Ex. Doc Cunningham, MLK breakfast community) and create community events	<ul style="list-style-type: none"> Identify possible partnerships Connect partnerships to stakeholder needs Identify community liaison to support the implementation of partnership events Etc. Create yearly calendar of proposed community events Work in conjunction w/ communication committee to market communicate events to stakeholders 	<ul style="list-style-type: none"> Contact info of community partner or organization District school calendar 	<ul style="list-style-type: none"> School & Community Engagement School Counselors Central & Building Admin Best practices for focus groups (Lanise)
Maximize higher Ed. Partnerships (Ex. Rutgers) to create community events	<ul style="list-style-type: none"> Identify faculty that have connections to higher Ed and utilize to identify potential partnerships Identify community leaders that have connections to higher Ed and utilize to identify potential partnerships Identifying existing higher Ed partnerships through school counseling department Create yearly calendar of proposed community events Work in conjunction w/ communication committee to market communicate events to stakeholders 	<ul style="list-style-type: none"> Contact info of community partner or organization District school calendar 	<ul style="list-style-type: none"> School & Community Engagement School Counselors Central & Building Admin Best practices for focus groups (Lanise)

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Communication Plan Committee			
Develop a streamlined system for schools to share the accomplishments of their students, staff and programs with the district and larger community.	<ul style="list-style-type: none"> ● inventory communication processes at each school ● survey key stakeholders (players, subjects and crowd?) to determine effectiveness of communication processes in each school and ask for suggestions of other process/platforms ● share results with players from each school ● anticipate/address challenges <ul style="list-style-type: none"> ○ Technical - \$; time; privacy safeguards; access to the platforms used ○ Adaptive - shared understanding of “accomplishment”; historical context - “we always used this process,” priority - which stakeholder know first, schools will lose their individuality. ● report out to larger community on progress ● consult with players - build consensus of communication processes, platforms ● address challenges <ul style="list-style-type: none"> ○ Budget/Explore new platforms; create timeline of implementation ○ Create a shared understanding of accomplishment (see next action step) ○ Be mindful of history and priority ○ Perhaps keep some school specific and introduce one or two district wide processes to begin. <p>Discuss ideas with senior staff and the BOE Communications Committee to address any technical challenges, \$,</p> <p>Report out to larger community on progress</p> <p>Survey key stakeholders (subjects and crowd) again</p>	Communication Process Analysis Report	Principals
		Stakeholder Communication Survey	Mary Clark
		Student Voice Survey	
		Stakeholder Communication Survey Data & Results	Mary Clark
		TBD based on Survey Results	Principals/Communication Plan Committee members
		Communication Plan Update Report	Communication Plan Committee
		Communication Plan Update Report/Stakeholder Communication Survey Data & Results	Communication Plan Committee/Coordinator of Policies Regs and Comm. Principals, VP’s
		Communication Plan Update Report/Stakeholder Communication Survey Data & Results	Communication Plan Committee/Coordinator of Policies Regs and Comm. Principals, VP’s

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<p>Develop events or other means of communication to reflect a shared/broader definition of accomplishment which in turn better reflects the achievements of all students, not just those involved in athletics and activities which hold statewide or national competitions.</p> <p>Expand the accomplishments featured at Board meetings to include PBIS awards, academic growth, and/or other ideas garnered from surveys in step one.</p>	<p>Inventory recognition events at the classroom, school and district level with focus on what is recognized; who is recognized; who attends and the feelings of stakeholders about these events.</p> <p>Discuss with principals, advisors and PBIS teams: what works in terms of recognition, who and what is recognized and in what venue: small ceremonies, school wide events, district wide events and/or board meeting recognition.</p> <p>Get input on proposed recommendations for new recognition events/accomplishments to be recognized from parent support organizations who often have their own.</p> <p>Include the larger community in determining students, staff or programs to be recognized.</p>	<p>PBIS Recognition Data Collection Platform (?)</p> <p>PBIS Recognition Data Collection Platform</p> <p>PTO Visit/Survey</p> <p>Stakeholder Communication Survey</p>	<p>Principals Mr. Wilson, Ms. McNeil Coordinator of Policies Regs and Comm. Principals, VP's PBIS Teams Advisors I&RS Teams for student progress</p> <p>Mr. Wilson, Ms. McNeil</p> <p>Communication Plan Committee</p>
<p>Evaluate and address, if necessary, the racial, ethnic and socio-economic status of students in athletics and extracurricular activities to ensure those activities with state and national competitions are accessible to all students.</p>	<p>Analyze racial/gender makeup of clubs to use as a comparison next year (though the pandemic may have an impact)</p> <p>Survey students about joining clubs and how they are advertised, look for ideas on how to better reach them.</p> <p>Brainstorm/Research other ways to highlight the clubs/accomplishment and how students are informed about the clubs at the secondary level and if the reasons for not joining are financial, explore a way to help.</p> <p>Invite the community to contribute ideas to solve this problem. Maybe fundraise for those who can't afford to go on extracurricular trips.</p>	<p>Club participation report</p> <p>Student Voice Surveys</p> <p>Research Best Practices Report(s)</p> <p>Stakeholder Communication Survey</p>	<p>FHS school administration/Club advisors</p> <p>School administration</p> <p>Mr. Wilson, Ms. McNeil Communication Plan Committee</p> <p>Mr. Wilson, Ms. McNeil Communication Plan Committee</p>

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Overarching Goal: Increase the awareness of systemic racism and inequities that exist in our school community.

Subgoal 1.8: Acknowledge that racism is often compounded by other forms of discrimination, including, but not limited to, access disparities, implicit bias, and microaggressions. Committee(s) Responsible: Teacher Leadership Academy Influenced by: N/A			
Action Step	Task(s)	Resources Needed	Responsible Parties
Teacher Leadership Academy Committee			
Ensure the CARE Model for Interracial Dialogue is implemented across all schools and district offices	<ul style="list-style-type: none">Review Districtwide Equity Training about the CARE Model for Interracial DialogueProvide a PD refresher for stakeholders who previously received DET and provide the standard PD for new stakeholders	<ul style="list-style-type: none">CARE Model for Interracial DialogueTimePD Funds	<ul style="list-style-type: none">District Equity Training from District Equity Coach, Lanise Stevenson
Train stakeholders in forms of discrimination and racism	<ul style="list-style-type: none">Research potential consultants to train staff	<ul style="list-style-type: none">TimePD Funds	<ul style="list-style-type: none">District Equity Coach, Lanise Stevenson
Provide professional development opportunities that explicitly teach and model access disparities, implicit bias, microaggression, etc., and how these contribute to unintentional biases in staff members.	<ul style="list-style-type: none">Arrange for training that explicitly teaches and models access disparities, implicit bias, microaggression, etc., and how these contribute to unintentional biases in staff members.	<ul style="list-style-type: none">TimePD Funds	<ul style="list-style-type: none">District Equity Coach, Lanise Stevenson

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Domain 1: Anti-Racism

Baseline Data: _____

Overarching Goal: Increase the awareness of systemic racism and inequities that exist in our school community.

Subgoal 1.9: Require <i>Race, Gender, and Equity</i> for all FHS graduates, beginning with the Class of 2025. Committee(s) Responsible: Curriculum Committee , Equity Goal Setting Influenced by: N/A			
Action Step	Task(s)	Resources Needed	Responsible Parties
Curriculum Committee			
Ensure that scheduling and staffing are aligned to this new, district graduation requirement.	<ul style="list-style-type: none">Supervisor of Social Studies and Director of School Counseling formulate a scheduling plan so that students are strategically directed into this graduation requirement.Periodically review this curriculum to ensure it meets the needs of our students, as laid out in this district equity plan.Consider creating additional electives that allow students to learn more about race, gender, and equity.	<ul style="list-style-type: none">TimeFunding, if additional staff is needed.	<ul style="list-style-type: none">ASCISupervisor of Social StudiesDirector of School Counseling
Equity Goal Setting Committee			
Support Curriculum Committee in ensuring this graduation requirement is met.	<ul style="list-style-type: none">Review enrollment in this course annually to ensure all students are on track to take it before graduation.Support the creation of additional electives that allow students to learn more about race, gender, and equity.	<ul style="list-style-type: none">Time	<ul style="list-style-type: none">ASCISupervisor of Social StudiesDirector of School Counseling

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Domain 2: Cultural & Linguistic Responsiveness

Baseline Data: _____

Overarching Goal: *Develop a culturally and linguistically responsive (CLR) mindset that enables individuals and organizations to recognize the implications of race and equity on all aspects of teaching, learning, and leading*

Subgoal 2.1: Respond and interact effectively with people who differ racially, linguistically, and culturally Committee(s) Responsible: Teacher Leadership Academy , School & Community Engagement , Communication Plan , Administrator Learning , Equity Goal Setting , Curriculum Committee Influenced by: School & Community Engagement			
Action Step	Task(s)	Resources Needed	Responsible Parties
Teacher Leadership Academy Committee			
Ensure opportunities for cross-racial, linguistic, and cultural interactions are maximizing potential for teacher success with students.	<ul style="list-style-type: none"> Identify or create cross-racial, linguistic, and cultural interactions among staff members and with district families. 	<ul style="list-style-type: none"> Time for planning Funds for social activities 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL Principals
Create learning conditions that will allow stakeholders to see the value in cross-racial, linguistic, and cultural interactions in order for them to learn and be comfortable with these interactions.	<ul style="list-style-type: none"> Create opportunities to facilitate reflection activities with teachers, to reflect on the value of cross-racial, linguistic, and cultural interactions 	<ul style="list-style-type: none"> Time for planning 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL Principals
School and Community Engagement Committee			
Provide professional development on how to respond and interact with people who differ, racially, linguistically, and culturally at Board of Education Summer Retreat	<ul style="list-style-type: none"> Develop professional development on how to respond and interact with people who differ, racially, linguistically, and culturally curriculum Identify facilitator for professional development Develop method for collecting feedback for professional development 	<ul style="list-style-type: none"> Best practices for facilitating professional development on how to respond and interact with people who differ, racially, linguistically, and culturally curriculum Identify established materials on how to respond and interact with people who differ, racially, linguistically, and culturally curriculum 	<ul style="list-style-type: none"> Superintendent District Equity Coach, Lanise Stevenson Assistant Superintendent for C&I
Provide professional development on how to respond and interact with people who differ, racially, linguistically, and culturally at Administrator Summer Retreat	<ul style="list-style-type: none"> Develop professional development on how to respond and interact with people who differ, racially, linguistically, and culturally curriculum Identify facilitator for professional development Develop method for collecting feedback for professional development 	<ul style="list-style-type: none"> Best practices for facilitating professional development on how to respond and interact with people who differ, 	<ul style="list-style-type: none"> Superintendent and Assistant Superintendent for C&I. Supervisor of E,I&WL

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		<p>racially, linguistically, and culturally curriculum</p> <ul style="list-style-type: none"> Identify established materials on how to respond and interact with people who differ, racially, linguistically, and culturally curriculum 	<p>in conjunction with District Equity Coach, Lanise Stevenson</p>
<p>Provide professional development on how to respond and interact with people who differ, racially, linguistically, and culturally at New Teacher Orientation as well as throughout the year via the New Teacher Academy.</p>	<ul style="list-style-type: none"> Develop professional development on how to respond and interact with people who differ, racially, linguistically, and culturally curriculum Identify facilitator for professional development Develop method for collecting feedback for professional development 	<ul style="list-style-type: none"> Best practices for facilitating professional development on how to respond and interact with people who differ, racially, linguistically, and culturally curriculum Identify established materials on how to respond and interact with people who differ, racially, linguistically, and culturally curriculum 	<ul style="list-style-type: none"> Assistant Superintendent for C&I. Supervisor of E,I&WL in conjunction with District Equity Coach, Lanise Stevenson Principals and Teacher Leaders at NTA
<p>Provide professional development to TLA teacher leaders on how to respond and interact with people who differ, racially, linguistically, and culturally at District New School Year Orientation (September 1-3).</p>	<ul style="list-style-type: none"> Develop professional development on how to respond and interact with people who differ, racially, linguistically, and culturally curriculum Identify facilitator for professional development Develop method for collecting feedback for professional development 	<ul style="list-style-type: none"> Best practices for facilitating professional development on how to respond and interact with people who differ, racially, linguistically, and culturally curriculum Identify established materials on how to respond and interact with people who differ, racially, linguistically, and culturally curriculum 	<ul style="list-style-type: none"> Assistant Superintendent for C&I. Supervisor of E,I&WL in conjunction with District Equity Coach, Lanise Stevenson Principals and Teacher Leaders at NTA
<p>Engage in Year 2 Plan for TLA (Influence)</p>	<ul style="list-style-type: none"> Develop professional development on how to coach/consult with teachers to respond and interact with people who differ, racially, linguistically, and culturally curriculum Develop informal observation toolkit 	<ul style="list-style-type: none"> Best practices for coaching for equity and culturally and 	<ul style="list-style-type: none"> Assistant Superintendent for C&I.

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	<ul style="list-style-type: none"> Develop method for collecting feedback for professional development 	linguistically responsive pedagogy	<ul style="list-style-type: none"> Supervisor of E,I&WL in conjunction with District Equity Coach, Lanise Stevenson
Utilize Student Advisory Groups, Advisors, school counselors, TLA teachers to bring awareness of how to respond and interact effectively with people who differ racially, linguistically, and culturally	<ul style="list-style-type: none"> Establish Student Advisory Groups Contact school and building leaders Contact school counselors Establish a facilitator at the elementary level to bring students together to discuss equity/anti-racism topics collectively 	<ul style="list-style-type: none"> Time Compensation for staff member(s) who can facilitate conversations with students at the elementary level. 	<ul style="list-style-type: none"> Assistant Superintendent for C&I. Supervisor of E,I&WL in conjunction with District Equity Coach, Lanise Stevenson Principals Student advisory group Advisors Elementary facilitator
Maximize existing community groups/organizations to facilitate how to respond and interact effectively with people who differ racially, linguistically, and culturally	<ul style="list-style-type: none"> Establish on-going connection w/ Doc Cunningham Identify existing community groups/organization for possible collaboration on how to respond and interact effectively with people who differ racially, linguistically, and culturally 	<ul style="list-style-type: none"> Time List of community partnerships 	<ul style="list-style-type: none"> Superintendent Assistant Superintendent for C&I. Policy/Communication Coordinator Supervisor of E,I&WL in conjunction with District Equity Coach, Lanise Stevenson
Identify staff members for possible collaboration (Ally groups)	Contact school groups for possible collaboration of how to respond and interact effectively with people with people who differ racially, linguistically, and culturally	<ul style="list-style-type: none"> Time List of potential school groups to collaborate 	<ul style="list-style-type: none"> Assistant Superintendent for C&I. Policy/Communication Coordinator Supervisor of E,I&WL in conjunction with District Equity Coach, Lanise Stevenson

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Communication Plan Committee			
Assess the effectiveness of communication to student families who speak Spanish at home, as Spanish is the second-most frequently spoken language in the home in our district, after English.	<p>Survey all families who have Spanish listed as their family language about messages they receive at the school and district level, about their accessibility to the website and the documents posted there.</p> <p>Follow up with those who did not receive the survey with alternate methods of outreach.</p> <p>Discuss the results of that survey with principals.</p> <p>Ensure every school has access to a translator/interpreter who speaks Spanish.</p> <p>Consider assigning one staff member to that principal as their “go to” translator for messages and letters. Survey Spanish translators on availability for such an assignment.</p> <p>Conduct follow-up surveys as needed.</p>	<p>Stakeholder Communication Survey</p> <p>Alternative platforms for research.</p> <p>Follow-up surveys.</p>	<p>Coordinator of Policies, Regulations and Communication</p> <p>Principals, School Administrators</p> <p>Supervisor of ESL and Bilingual Services; Supervisor of Equity, Inclusion & World Languages</p> <p>District translators</p> <p>Teaching staff for input, feedback on reaching families</p>
Assess the effectiveness of communication to student families where a language other than Eng./Span. is spoken at home	<p>Recruit Gujarati speaking staff to serve as translators/interpreters.</p> <p>Consider adding Gujarati translation for district- wide Blackboard connect messages Provide training for schools with students who have Gujarati listed as a home language so school based messages can also go on in that language.</p> <p>Research other platforms to reach families that speak other languages at home.</p> <p>Research community resources for families from different countries. If possible, coordinate with them to supplement translation services - would have to be general information, so no privacy issues involved.</p> <p>Add other platforms/templates to reach other languages especially with regard to forms.</p> <p>Create a presentation/video that is visual or easily translated via google translate which explains how to navigate the website translation feature and the Genesis Parent Portal where most forms and surveys are disseminated.</p>	<p>Surveys</p> <p>Time</p> <p>Funds for a new platform that can expand translation / interpretation services.</p>	<p>Coordinator of Policies, Regulations and Communication</p> <p>Principals, School Administrators</p> <p>Supervisor of ESL and Bilingual Services</p> <p>District translators</p> <p>Teaching staff for input, feedback on reaching families</p> <p>District Video Producer</p>

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	<p>Ensure all staff are aware and are free to use the phone-in, multi-language interpretation service.</p> <p>Explore additional events (besides I&RS and parent teacher conferences) for which multiple language services are needed. At the District level these may include more Genesis access and technology in multiple languages, and at the school level it would depend on each school's specific needs.</p>		Supervisor of Instructional Technology/Tech Coaches
Create a standard operating procedure to ensure that district presentations, website content and other communication is easily understandable to lay persons in the community who may not be familiar with education jargon.	<p>Survey families on content and level of readability of website and district presentations.</p> <p>Enlist the assistance of staff, community members, through the PTO and other groups to “proof” presentations and other website content for jargon that is too technical.</p> <p>Respond to that feedback.</p>	Time to recruit and monitor that group and their feedback	<p>Coordinator of Policies, Regulations and Communication</p> <p>Principals, School Administrators</p> <p>Web Curators</p>
Ensure that the school district is accessible to all families, with regard to the organizational structure... who to go to for a particular problem.	<p>Interview a representation samples of schools and parents to determine (a) the information that they recommend to include in the welcome package, (b) the best method to greet/reach out to and/or follow up with new students and their families on a district and school based level.</p> <p>Take the best ideas from above to make sure the language used in the welcome packet is simple and straightforward, using photos of key administrators with their contact information or a personalized “welcome note from the principal”.</p> <p>Use a standardized follow-up mechanism/procedure.</p> <p>Reinvigorate recruitment of a Family Coordinator who can provide assistance with families’ specific needs.</p>	<p>Time</p> <p>Funding for Family Coordinator position.</p>	<p>Monique Campbell and team</p> <p>Coordinator of Policies, Regulations and Communication</p> <p>Principals, School Administrators</p> <p>Registration and parent information staff</p>
Administrator Learning Committee			
Utilize the data analysis plan to identify disproportionality in suspensions for CL diverse students	<ul style="list-style-type: none"> Develop a plan for microplanning Review the SCE research and action plan to identify strategies they are implementing to reach goals 	<ul style="list-style-type: none"> Time Collaboration 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL Administrator

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	<ul style="list-style-type: none"> Establish a team/committee to monitor discrepancies/disproportionality 		Learning Subcommittee
Research best practices for CLR classroom environments and management.	<ul style="list-style-type: none"> Ensure CLR is part of curriculum revisions Coordinate/collaborate with SCE to identify best practices for engagement with racially, linguistically, and culturally diverse stakeholders Develop a PD plan to instruct teachers in CLR classroom management <ul style="list-style-type: none"> Plan will establish procedures to ensure teachers embed demonstrating knowledge of students into their lessons daily (SciP can discuss and reinforce). Make 1f and 3d in the <i>Danielson Framework</i> a standard agenda item for DEAC and SciP meetings Emphasize that evaluators should be intentional in how they discuss and review 1f and 3d with teachers during pre-observation and post-observation conferences. Establish protocols for engaging in conversations with teachers during pre-observation conferences specifically as it relates to Domain 1A: Knowledge of Students (<i>NSB</i>) Create PD that follows up on Sheltered Instruction training so that teachers are more routinely including academic vocabulary development in their delivery of instruction. Provide PD to support Tier I, II & III vocabulary and complex structures development. Increase understanding about how the use of language in assessment questions/prompts without proper scaffolding could result in inequities in student performance 	<ul style="list-style-type: none"> Time Collaboration Funding for PD 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL Supervisor of ESL/Bilingual Instruction Administrator Learning Subcommittee Supervisors/Directors Principals, Vice Principals, Instructional Coaches
Secure expert Equity Coaches or Equity Leaders to provide CLR perspective	<ul style="list-style-type: none"> Promote leadership that creates a shared understanding and shared vision about CLR Support teachers in looking at assessments through a Linguistic lens Create assessment exemplars with the goal of having teachers review, reflect, and discuss these models and use this learning to create authentic assessments that are more equitable for all learners. Communicating the sense that removing linguistic barriers from assessments increases access to rigor, rather than diminishing rigor. Teachers begin creating/using their own models of exemplar assessments. 	<ul style="list-style-type: none"> Time Collaboration Training 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL Supervisor of ESL/Bilingual Instruction TLA/Minority Recruitment Subcommittee Teacher Leadership Academy Leaders
Encourage mindsets in admins, teachers and staff that embrace diversity.	<ul style="list-style-type: none"> Establish procedures to ensure all non-certificated staff are learning about and supporting CLR practices. Example: Create a mindset or expectation to look at assessment through a linguistic lens: <i>Modifying assessments linguistically does not mean lowering rigor.</i> 	<ul style="list-style-type: none"> Time Collaboration Training 	<ul style="list-style-type: none"> Superintendent ASCI Supervisor of E,I&WL Human Resources Department and leadership of FTEA, FTSA, and FTSSA.

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Equity Goal Setting Committee			
Identify/create and promote opportunities for staff members and families to interact with others who differ racially, linguistically, and culturally.	Establish a SMART goal for district staff members to pursue opportunities to interact with other staff members/families who differ racially, linguistically, and culturally.	<ul style="list-style-type: none">• Time	<ul style="list-style-type: none">• ASCI• Supervisor of E,I&WL• Communication Subcommittee
Curriculum Committee			
Identify PD for training about customs/norms, etc.	Research and identify PD that helps staff members acquire cultural competence	<ul style="list-style-type: none">• Time for research• Funds for PD	<ul style="list-style-type: none">• ASCI• Supervisor of E,I&WL
Model cross-cultural, cross-racial dialogue for colleagues and students.	<ul style="list-style-type: none">• Seek out opportunities to model cross-cultural, cross-racial dialogue with colleagues and in front of students.• Encourage cross-cultural, cross-racial dialogue during social situations; e.g., occasionally assign students to tables so they meet new students.	<ul style="list-style-type: none">• Collaboration	<ul style="list-style-type: none">• All Admins• Teachers• Students

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Domain 3: Equity Literacy

Baseline Data: _____

Overarching Goal: *Develop a shared understanding of the research-based strategies to increase equity in all school environment*

<p>Subgoal 3.1: Interpret curriculum by encouraging staff members to talk about issues of diversity, values, and social justice and by modeling equity beliefs for school staff members</p> <p>Committee(s) Responsible: School & Community Engagement, Communication Plan, Curriculum Committee</p> <p>Influenced by: Teacher Leadership Academy, Administrator Learning</p>			
Action Step	Task(s)	Resources Needed	Responsible Parties
School and Community Engagement Committee			
Creating new platforms to structure opportunities for teachers, administrators, central office in their respective organizations/unions to talk about issues of diversity, values, and social justice (Ex. FTSAA meetings, Climate Culture meetings, Faculty meeting)	<ul style="list-style-type: none"> Collect data from teachers, administrators, and central office about their preference of settings to talk about diversity, values, and social justice Use collected data about preferences to schedule opportunities to talk about diversity, values, and social justice 	<ul style="list-style-type: none"> Best practices to facilitate conversations w/ colleagues about diversity, values, and social justice Identify established materials that help facilitate conversations w/ colleagues about diversity, values, and social justice 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL Content Area Supervisors / Directors Principals/Vice Principals Teacher Leadership Academy Teachers
Create platforms for various silos of staff (Ex. teachers, support staff) to learn from each other and talk about issues of diversity, values, and social justice.	<ul style="list-style-type: none"> Gather data from staff about their preference of settings to talk about diversity, values, and social justice Use collected data about preferences to schedule opportunities to talk about diversity, values, and social justice 	<ul style="list-style-type: none"> Best practices to facilitate conversations w/ colleagues about diversity, values, and social justice Identify established materials that help facilitate conversations w/ colleagues about diversity, values, and social justice 	<ul style="list-style-type: none"> ASCI, Supervisor of E,I&WL and Coordinator of Policy and Communication to survey staff. Principals and Cabinet members who supervise non-instructional staff members, with guidance from Supervisor of E,I&WL and ASCI FTEA, FTSAA, and FTSSA leadership (non-instructional staff association)

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Identify existing platforms or create new platforms for non-instructional staff to talk about issues of diversity, values, and social justice (Ex. SRO, class 3, admin assistant)	<ul style="list-style-type: none"> Gather data from non-instructional staff about their preference of settings to talk about diversity, values, and social justice Use collected data about preferences to schedule opportunities to talk about diversity, values, and social justice 	<ul style="list-style-type: none"> Best practices to facilitate conversations w/ colleagues about diversity, values, and social justice Identify established materials that help facilitate conversations w/ colleagues about diversity, values, and social justice 	<ul style="list-style-type: none"> Principals and Cabinet members who supervise non-instructional staff members, with guidance from Supervisor of E,I&WL and ASCI FTSSA leadership (non-instructional staff association)
Communication Plan Committee			
Create a mechanism to gather the work done at each of the schools in the area of equity so that it could be shared with the district and larger community.	<p>Develop an Equity Literacy Rubric to measure the progress of equity work at each school</p> <p>Share opportunities for staff to discuss issues of diversity, values and social justice besides the PD covered in faculty meetings.</p> <p>Develop a mechanism to chronicle the work and/or invite staff to share their feelings. Perhaps use of the equity website blog?</p> <p>Educate the school and larger community through Township newsletter and feature articles in local press.</p> <p>Track use of the current SEL platform, Panorama which has surveys we may be able to use</p> <p>Gather summaries of those experiences to share with the district and larger community.</p>	<p>Equity Leadership & Literacy Rubric</p> <p>Equity Newsletter (?)</p> <p>Panorama platform</p> <p>Stakeholder Interviews School/Principal Newsletters Meeting minutes Website blog</p> <p>Panorama platform</p> <p>Stakeholder Interviews</p>	<p>Lanise Stevenson</p> <p>Supervisor of Equity Inclusion and World Language</p> <p>School administration</p> <p>Supervisor of Equity Inclusion and World Language</p> <p>Mrs. Karas</p> <p>Supervisor of Equity Inclusion and World Language</p>
Ensure that testing results are presented to the BOE and at the individual school level in a way that is understandable to families and that the gains made by schools/students are celebrated.	<p>Set minimum criteria for data nights. Bring it down to the schools to help them know their results.</p> <p>Determine if a set format is necessary for the presentations and if so consider an explanation</p>	<p>Aggregate and disaggregated data from statewide and district student achievement results</p>	<p>Supervisor of Assessment Accountability</p> <p>Principals</p>

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	<p>session or materials (we might do this already?)</p> <p>Family data night will be more centrally controlled. Two family data nights after the BOE presentation.</p> <p>Add individual school or student achievements to the presentation and/or to a BOE or school recognition</p>	Data analysis protocol/ stakeholder reporting resource guide	
Curriculum Committee			
Audit Curricula and identify opportunities for staff members to talk about issues of diversity, values, and social justice	Form committees to review the current curriculum within each department. Identify under-represented populations, identify resources to create CLR curriculum	CLR Evaluation Tool from District Equity Coach, Lanise Stevenson	Dr. Loughran, District Supervisors and Directors, Principals & Vice Principals, and Instructional Coaches
Revise Curricula to include explicit opportunities for staff members to talk about issues of diversity, values, and social justice	Develop CLR curricula within each department that includes previously under-represented populations.	<ul style="list-style-type: none"> Curriculum writing budgets Updated classroom libraries Additional resources for CLR instruction (new novels, resources for the classroom environment, etc.) Build rubrics/ look-fors: Walkthroughs and monitoring. 	Dr. Loughran, District Supervisors and Directors, Principals & Vice Principals, and Instructional Coaches
Provide professional development for staff to model how to talk about issues of diversity, values, and social justice, as well as how to self-assess and community equity beliefs for school staff members	<ul style="list-style-type: none"> CLR best practices/ pedagogy Microaggressions and curricula trauma Review common assessments and activities to ensure consistency across the district. Book studies Instructional Rounds/ Peer feedback 	<ul style="list-style-type: none"> CLR PD from District Equity Coach, Lanise Stevenson "Culturally Responsive Teaching and the Brain" (Hammond) "We Got This," Mr. Minor's Equity book. Instructional Rounds teams Equity Visits book 	Dr. Loughran, District Supervisors and Directors, Principals & Vice Principals, Teachers, and Instructional Coaches
Communicate curricular changes to stakeholders	After the curricula has been updated, communication to all stakeholders.	<ul style="list-style-type: none"> The Curriculum Committee meets with the School & Community Engagement Committee 	District Supervisors and Directors, Dr. Loughran, Instructional Coaches

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		to share the updates.	
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Domain 3: Equity Literacy

Baseline Data: _____

Overarching Goal: *Develop a shared understanding of the research-based strategies to increase equity in all school environment*

Subgoal 3.2: Use instructional practices that recognize the potential for bias in special education identification and which support research-based instructional practices Committee(s) Responsible: Teacher Leadership Academy , Administrator Learning , Equity Goal Setting Influenced by: Curriculum Committee			
Action Step	Task(s)	Resources Needed	Responsible Parties
Teacher Leadership Academy Committee			
Collaborate with the Administrator Learning Committee to develop a set of teaching best practices to reduce potential for bias in special education identification	<ul style="list-style-type: none">Meet with members of the Administrator Learning committee to discuss teaching best practices to reduce potential for bias in special education identificationIdentify alignment with informal observation toolCreate a set of classroom “look fors” beyond the ECPs that reflect the presence of a multi-tiered system of supports (MTSS)	<ul style="list-style-type: none">Research from Districtwide Needs AssessmentTime in TLA Committee meetingInformal observation toolECPs	<ul style="list-style-type: none">TLA Committee leaders
Administrator Learning Committee			
Provide PD to admins and teachers to revisit evidenced-based practices that underscore learning styles/differentiation so that teachers can refer to specific strategies that align with best practices.	<ul style="list-style-type: none">Use the ScIP process to reinforce evaluation elements that speak to the need for differentiation, knowing students, and learning styles.Define specifically what accommodations are and what they look like within assessment and evaluation practices.Ensure alignment of accommodations for students among formative, local, and statewide assessments.Reinforce rigorous processes for reviewing assessments.Provide professional development on instructional practices that are differentiated and support all learners.Include PD during grade-level, department, and in-service training on the topic of appropriate accommodations for equity.Create a mindset that appropriate accommodations play a vital role in helping learners access curriculum and instruction equitably.Create an environment where teacher is responsive to individual students’ needs while	<ul style="list-style-type: none">TimeCollaborationFunds for PD	<ul style="list-style-type: none">ASCISupervisor of E,I&WLDistrict Supervisors and DirectorsPrincipals and Vice PrincipalsTeachers

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	<p>serving as a facilitator to learning as opposed to the deliverer of instruction</p> <ul style="list-style-type: none"> Change pedagogy to incorporate strategic and effective differentiation, not because it is a good idea, but because it is a necessary practice. 		
Reestablish the I&RS member responsibilities and procedures: Ensure they are accessing and pushing out authentic, evidence-based strategies and programs that can work as effective interventions, including helping teachers use these strategies/programs effectively.	<ul style="list-style-type: none"> Provide PD that refreshes staff understanding of the I&RS process. Staff need to truly value and act on their understanding of differentiation strategies so that students are engaged; doing so will help preclude off-task and other behaviors that can lead to disciplinary actions and/or teacher misidentification of students for special education services. Build a mindset among teachers that they should utilize research-based pedagogical strategies and for students who are not responding, that teachers should recommend students to I&RS and stay involved in the process. *In other words, <u>I&RS should be understood as a robust, effective support to help students learn</u>, and not as a means to something else, like a quick fix or pit stop on the way to a referral to CST. 	<ul style="list-style-type: none"> Time Collaboration 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL Supervisor of Intervention Services Principals and Vice Principals District Supervisors and Directors
PD on the ECPs, so teachers learn how & why to use them in the classroom.	<ul style="list-style-type: none"> Add the ECPs to some of our standard instruments, such as our walkthrough form, so that our teachers are reminded of our look-fors. Provide time for reflection and discussion around ECPs as part of common planning, grade level meetings, department meetings, etc. Evaluate how well we are implementing ECPs, including through walk-through forms and teacher observations. Generate teacher buy-in to the need for ECP practices. Teachers begin to make ECPs routine and foremost in their minds while planning lessons. 	<ul style="list-style-type: none"> Time Collaboration 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL Supervisor of Intervention Services Principals and Vice Principals District Supervisors and Directors
Establish a shared vision in understanding the value of presenting school data transparently.	<ul style="list-style-type: none"> Continue scheduling PLC meetings for the express purpose of developing and gathering resources with and among colleagues that enables teachers to differentiate more effectively. Develop routine practices so that schools and teachers are able to collect, analyze and provide data that assists teachers in providing targeted support for students. Developing a shared belief that all students can learn, given the right instructional practices. 	<ul style="list-style-type: none"> Time Collaboration 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL Principals and Vice Principals District Supervisors and Directors
Train administrators and teachers on how to identify cultural, linguistic, and gender bias in assessments and specific items on assessments.	<ul style="list-style-type: none"> Provide PD for teachers on how they can involve students more in designing assessments and writing items, making rubrics, and evaluating themselves and each other. Create curriculum and assessment audit rubrics that help us have a shared understanding of what a CLR-infused curriculum or assessment ought to look like. 	<ul style="list-style-type: none"> Time Collaboration PD Funds 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL
Make Designing Student Assessments (1f) and Using Assessment in Instruction (3d) standard agenda items in DEAC and ScIP meetings.	<ul style="list-style-type: none"> Review among administrator's ways to discuss 1f and 3d with teachers and how to look for and score this during the observation and evaluation process. Help administrators and teachers understand that listening to student voices and involving students in "Designing <i>Student</i> Assessments" (1f) as well as "Using Assessment in Instruction" (3d) will lead to greater assessment reliability and increased CLR item writing. 	<ul style="list-style-type: none"> Time Collaboration PD Funds 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL

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Equity Goal Setting Committee			
Establish a SMART goal based on the 27 ECPs to ensure the potential for bias in special education is addressed.	Work with TLA and Administrator Learning subcommittees to create SMART goal re: instructional practices that recognize the potential for bias in special education identification.	<ul style="list-style-type: none">• Time	<ul style="list-style-type: none">• ASCI and Supervisor of E,I&WL• TLA and Administrator Learning Subcommittees

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Domain 3: Equity Literacy

Baseline Data: _____

Overarching Goal: *Develop a shared understanding of the research-based strategies to increase equity in all school environments*

Subgoal 3.3: Establish a system of assessment and evaluation practices to monitor progress toward achievement gap reduction and celebrate all achievement gains Committee(s) Responsible: Communication Plan , Equity Goal Setting Influenced by: Administrator Learning			
Action Step	Task(s)	Resources Needed	Responsible Parties
Communication Plan Committee			
Promote stakeholder awareness about schoolwide data as well as the steps being taken to reduce gaps in student performance on assessments.	<ul style="list-style-type: none">Communicate with district stakeholders about occasions/sites for sharing student performance data.	<ul style="list-style-type: none">TimeCollaboration w/ administrators to establish reasonable expectations and promotion of progress monitoring processes	<ul style="list-style-type: none">ASCI and Supervisor of E,I&WLCommunication Plan Subcommittee
Equity Goal Settingn Committee			
Establish a SMART goal re: frequency of data-sharing practices so that all school stakeholders are familiar with schoolwide data as well as the steps being taken to reduce gaps in student performance on assessments.	<ul style="list-style-type: none">Establish a set of expectations re: sharing student performance data for content area and building-based administrators, including expectations for teachers to share at the classroom level.	<ul style="list-style-type: none">TimeCollaboration w/ administrators to establish reasonable expectations	<ul style="list-style-type: none">ASCI and Supervisor of E,I&WLBuilding-Based and Content Area admins.

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Domain 4: School Belonging

Baseline Data: _____

Overarching Goal: *Create a nurturing school environment where stakeholders feel personally welcomed, accepted, respected, included, and supported by school staff members in the school social environment*

Subgoal 4.1: Create a nurturing school environment where stakeholders feel personally welcomed, accepted, respected, included, and supported by school staff members in the school social environment by increasing the percentage of students who feel a sense of belonging in school by obtaining information regarding students' academic interests and weaknesses

Committee(s) Responsible: [School & Community Engagement](#), [Administrator Learning](#), [Equity Goal Setting](#), [Curriculum Committee](#)

Influenced by: [Teacher Leadership Academy](#), [Administrator Learning](#)

Action Step	Task(s)	Resources Needed	Responsible Parties
Collaborate with belonging researcher to identify the contributing factors to students' low sense of belonging	Attend professional learning session to learn the Belonging Framework and identify areas of impact by committee focus	Belonging researcher, Lanise Stevenson	District Equity Core Team
School & Community Engagement Committee			
Research the areas that increase the sense of school belonging for our students in each building regarding academic interests and weaknesses	<ul style="list-style-type: none"> Survey students about school belonging regarding academic interests and weaknesses Gather data from student focus groups regarding academic interests and weaknesses 	<ul style="list-style-type: none"> District Equity Needs Assessment Climate & Culture Survey 	<ul style="list-style-type: none"> ASCI Principals and Vice Principals
Provide professional development on student school belonging with teachers and administrators	<ul style="list-style-type: none"> Identify established professional development for student school belonging Develop professional development on student school belonging regarding academic interests and weaknesses 	<ul style="list-style-type: none"> PD Funds Time 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL Building Administrators
Use collected data on student school belonging regarding academic interests and weaknesses to develop opportunities to address deficient areas	<ul style="list-style-type: none"> Collaborate with admin, teachers, supervisors, coaches discuss strategies to address student school belonging regarding academic interests and weaknesses 	<ul style="list-style-type: none"> Meeting schedules Best practices Student data 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL Building Administrators
Utilize Student Advisory Groups, Advisors, school counselors, TLA teachers to better understand school belonging	<ul style="list-style-type: none"> Establish Student Advisory Groups (Student Equity Council) Contacted school and building leaders Contacted school counselors 	<ul style="list-style-type: none"> Committee of principals, counselors, stakeholders 	<ul style="list-style-type: none"> ASCI, Supervisor of E,I&WL Principals
Board of Education Liaison for elementary, middle school	<ul style="list-style-type: none"> Identify possibility of having elementary, middle school liaison 	<ul style="list-style-type: none"> Parent engagement BOE meeting schedule PTO Liaison 	<ul style="list-style-type: none"> Superintendent ASCI BOE
Establish Inter-Elementary Student Council	<ul style="list-style-type: none"> Establish elementary student council (school counselor) Establish stipend position for advisor Create Student Liaison "job description" and a process for finding the candidates Perhaps use the safety patrol structure for this purpose, with climate/culture understood as 	<ul style="list-style-type: none"> Best Practices Established model of student councils 	<ul style="list-style-type: none"> Principals Advisor Supervisor of E,I&WL

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	<p>important pieces of what “safe” means in school.</p> <ul style="list-style-type: none"> Consider involving SROs in this organization as well, so that “safety,” in terms of climate and culture, is established and owned by all stakeholders. 		
Administrator Learning Committee			
Research the areas that increase the sense of school belonging for our students and develop a system to ensure that every student can identify a trusted adult	<ul style="list-style-type: none"> Provide professional development (teachers & administrators) in student-centered learning supports Restructure our collaborative administrator meetings to have professional learning in school belonging Establish school-wide positive relationship building with students Create a teacher mindset to accept student voices within a school Educational contribution: teachers must contribute to the provision of proper conditions for students’ self-realization (Green, et al., 2016, Zins, et al., 2004) Using the newfound knowledge to impact opportunities for student voice and agency by creating a structure that helps students trusts identify adults Monitor the progress with consistency and fidelity (consider embedding into the current evaluation rubric) 	<ul style="list-style-type: none"> Time Research 	<ul style="list-style-type: none"> ASCI and Supervisor of E,I&WL Building-Based and Content Area admins.
<p>Create a system that ensures that every student can identify a trusted adult they can report to.</p> <ul style="list-style-type: none"> Interpersonal relationship (connection) between students and teachers increases the student’s self-confidence, creates a sense of security (Libbey, 2004); 	<ul style="list-style-type: none"> Provide professional development (teachers & administrators) in student-centered learning supports (Possible Book Studies - We Got This, Blindspot & For White Folks Who Teach in the Hood). Restructure our collaborative administrator meetings to have professional learning in School Belonging. Establish school-wide positive relationship building with students. Help create a teacher mindset that accepts student voices within a school. 	<ul style="list-style-type: none"> Time Collaboration PD 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL District Supervisors and Directors Principals and Vice Principals Teachers
Educational contribution: teachers must contribute to the provision of proper conditions for students’ self-realization (Green, et al., 2016, Zins, et al., 2004)	<ul style="list-style-type: none"> Use newfound knowledge to impact opportunities for student voice and agency by creating a structure that helps students identify trusted adults. Monitor progress in this area with consistency and fidelity (consider embedding into the current evaluation rubric) 	<ul style="list-style-type: none"> Time Collaboration PD 	<ul style="list-style-type: none"> ASCI Supervisor of E,I&WL District Supervisors and Directors Principals and Vice Principals Teachers
Equity Goal Setting Committee			

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Work with the SCE committee to establish and monitor a SMART goal re: students' feelings of belonging.	<ul style="list-style-type: none"> ● Create SMART Goal ● Monitor it on a monthly basis 	<ul style="list-style-type: none"> ● Time 	<ul style="list-style-type: none"> ● ASCI and Supervisor of E,I&WL ● Building-Based and Content Area admins.
Curriculum Committee			
Establish a structure and system to identify and address the misalignment between instruction and students' academic interests, background (cultural, socio-economic, linguistic and learning styles) and needs.	<ul style="list-style-type: none"> ● Identify how to include parents into this subgoal - sense of belonging carries to and from the home to school ● Identify professional development focused on sense of belonging for the entire staff ● Identify what this looks like in the classroom and school wide. ● Identify what is needed to prepare staff to address misalignment and superficial understanding of differentiation ● Develop a system for identification of students' academic interests and learning styles in order to be able to incorporate into lesson development. ● Create a resource for teachers that speaks to the importance of matching student interests/backgrounds to instruction 	<ul style="list-style-type: none"> ● Professional development for all staff of the district (certificated and non-certificated) ● Research and new discoveries guided by expert advice ● Coordination of procedures in order to facilitate implementation ● Curriculum Allocations 	<ul style="list-style-type: none"> ● ASCI
Establish a structure to provide cohesion and clarity of expectations of all members of the organization when it comes to making all stakeholders feel personally welcomed, accepted, respected, included, and supported.	<ul style="list-style-type: none"> ● Identify how to include parents into this subgoal - sense of belonging carries to and from the home to school and from school to home ● Identify professional development focused on a sense of belonging for the entire staff throughout the district. ● Identify systems to support the understanding that FTBOE is in the service/student industry with a focus on supporting our students, families and community ● Identify the best course of action in order to develop global best practices with a focus on cross cultural communications and cross cultural caring. ● Determine how to identify best practices and provide supportive feedback to staff (subgoal 1.1.1) by incorporating this into our established evaluation system ● Create a system to ensure effective implementation/progress monitoring. ● Establish procedures for messaging expectations on how to make stakeholders feel personally welcomed, accepted, respected, included, and supported by all members of the organization. 	<ul style="list-style-type: none"> ● Professional development for all staff of the district (certificated and all non-certificated) ● Research and new discoveries guided by expert advice ● Coordination of procedures in order to facilitate implementation ● Curriculum Allocations 	<ul style="list-style-type: none"> ● ASCI
Develop a shared vision that highlights the importance of a sense of belonging	<ul style="list-style-type: none"> ● Establish a stakeholder committee to develop a shared vision 	<ul style="list-style-type: none"> ● Time ● Stakeholder input 	<ul style="list-style-type: none"> ● ASCI