

1. Curriculum and Instruction

Access to rich, deeper learning and culturally responsive curricula and practices in all schools and that reflect our diverse student populations.

- Increase enrollment in ECE, AP, and Certification Courses for Black, Indigenous, and People of Color (BIPOC) students.
- Review Curriculum maps for all subjects for inclusion of equity and representation.
- Create curriculum audit and rubric for adopting new curriculum and classroom materials.
- Establish building-based Curriculum Committees
- Identify, connect, and utilize cultural community partners and organizations to provide enrichment activities and experiences that are connected to curriculum.

2. Professional Learning

Leaders, educators, and other staff engage in professional learning opportunities to develop their ability to create racially equitable school environments.

- Provide Teachers/Staff Equity Training
- Provide LGBTQ+ and Gender Non-Conforming workshops to support staff, administrators, and teachers (K-12).
- Offer and promote to ALL WPS *"Foundations of Attending to Equity "* Micro-Endorsement.
- Partner with Hispanic Coalition to create RAAICE educator pipeline program to connect students and community members with jobs in WPS.
- Partner with state Universities, including Puerto Rico Teacher colleges to provide student teaching, internships, and job placement.

3. Culture and Climate

- School environments allow students, staff, and other community members of color to be treated with fair and inclusive practices so that they feel safe, valued, heard, and respected.
- Students develop a sense of agency and a healthy sense of identity.

- Establish School Equity Teams (SELT) in EACH School.
- Establish Youth Equity Squads for 7 to 12th grade (based in MS, HS, and Cohorts for k8 schools).
- DELT to review and collaborate on new student/family handbooks to incorporate BOE Equity policies and Restorative Practices.
- Conduct a community-wide Equity Audit with Hispanic Coalition.

4. Family & Community Partnership

Families and other community members, especially in communities of color, continuously shape the direction of racial equity solutions and are integral in helping them to be effective.

- Encourage parent and community partners to join DELT and SELTs.
- Establish an annual Equity or community event to establish more dialog, responsiveness, and solutions with parents and community partners.
- Collaborate in Welcoming Schools initiative -to include training for School Based Governance Councils (SGCs).
- Strategically host or collaborate with cultural community partners to create opportunities for dialog, support, resources, activities, and opportunities for higher engagement between schools and their communities.

5. Recruitment & Retention

Every school has the resources, including a diverse, stable, high-quality workforce, necessary to support the learning and healthy development of its students of color.

- Engage in direct recruitment efforts in collaboration with several universities in Puerto Rico.
- Engage and utilize the variety of resources and state initiatives to increase diverse representation through the district.
- Establish and gather feedback from Educator Resource Groups i.e. WEPA or Social Justice Educators Group.
- Implement Waterbury Community -School Teacher Pipeline Planning Project with Hispanic Coalition.
- Continue to provide in house academic opportunities for career advancement and new certifications for teachers and support staff.

Theoretical Frameworks

Opportunity -Center Teaching ¹

1. Rejection of color blindness.
2. Acquiring and sustaining the ability, willingness, and skill to understand, build on, and work through cultural conflicts.
3. Acquiring and sustaining the ability and willingness to understand how the meritocracy myth operates.
4. Acquiring and sustaining the ability and willingness to recognize, disrupt, and shift low expectations and deficit mind-sets; and
5. Acquiring and sustaining a willingness to counter and rethink context-neutral mind-sets and practices.

Adult Learning Theory ³

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for the learning activities.
3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
4. Adult learning is problem-centered rather than content-oriented.
(Kearsley, 2010)

Cultural Wealth Model ²

- Aspirational capital is defined by as the “hopes and dreams” students have. African American and Latina/o students and their families continue to have high educational aspirations despite persistent education inequities.
- Linguistic capital refers to the various language and communication skills students bring with them to their college environment. This form of capital includes the role of storytelling, particularly for students of color.
- Familial capital refers to the social and personal human resources students have in their precollege environment, drawn from their extended familial and community networks.
- Social capital is a form of capital that includes students’ “peers and other social contacts” and emphasizes how students utilize these contacts to gain access to college and navigate other social institutions.
- Navigational capital refers to students’ skills and abilities to navigate “social institutions,” including educational spaces.
- Resistance capital has its foundations in the experiences of communities of color in securing equal rights and collective freedom.

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Yosso, T.J. (2005). Whose culture has capital? *Race, Ethnicity and Education*, 8(1), pp. 69-91.

Knowles. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy* (Rev. and Updated.). Association Press.