

# Piper USD 203 Equity, Inclusion & Diversity (EID) Plan Spring 2024 - Spring 2027\*

## Kauffman Area of Focus

Belonging and wellness for adults and students, professional development, equitable discipline data

## District Strategic Goals

Future Ready Success for ALL (*District Goal 1*) & Connected Culture Among ALL (*District Goal 2*)

## Priority Outcomes

Culture of Professional Learning (*District Goal 1: Priority 3*), Inclusion, Diversity, Equity, and Access (*District Goal 2: Priority 2*), & Stakeholder Engagement (*District Goal 2: Priority 3*)

## Targeted Initiatives

- Implement a systems approach in the design process of professional development that includes staff input, transformational processes, rigorous and inclusive content, and includes district and building leadership creating conditions for educator success. (*District Goal 1: Priority Outcome 3: Initiative 2*)
- Incorporate the strategic plan created from the equity needs assessment into building action plans, and the district's strategic plan, policies, and practices (*District Goal 2: Priority Outcome 2: Initiative 1*)

## Kauffman, Beloved, Balanced Scorecard SMART Goals

- Student discipline incidents by demographic subgroups will reflect the demographics of the district by May 2025. (*As evidenced by Ion & Skyward data*)

**Progress Monitoring / Who Is Responsible?:** Principals, Assistant Principals

**Thought Partners:** Building Leadership Teams, Building BLAZE members

**Metric:** Student discipline incidents by demographic subgroups will reflect the demographics of each school

2023 - 2024	Yearly Action Steps
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Oct. 12, 2023:</b> How To Be An Inclusive Leader book study Chapter 1</li> <li><input type="checkbox"/> <b>Nov. 16, 2023:</b> How To Be An Inclusive Leader book study Chapter 2 (Buck aiding)</li> <li><input type="checkbox"/> <b>Dec. 14, 2023:</b> How To Be An Inclusive Leader book study Chapter 3 (Buck aiding)</li> <li><input type="checkbox"/> <b>Jan. 16, 2024:</b> Youth Equity Stewardship intergenerational discussion at District PD</li> <li><input type="checkbox"/> <b>Jan. 18, 2024:</b> How To Be An Inclusive Leader book study Chapter 4 (Buck aiding)</li> <li><input type="checkbox"/> <b>Feb. 22, 2024:</b> How To Be An Inclusive Leader book study Chapter 5 (Buck aiding)</li> <li><input type="checkbox"/> <b>March 7, 2024:</b> How To Be An Inclusive Leader book study Chapter 6 (Buck aiding)</li> <li><input type="checkbox"/> <b>March 18, 2024:</b> District PD by Youth Equity Stewardship, BLAZE &amp; Queer Inclusive Educators</li> <li><input type="checkbox"/> <b>April 11, 2024:</b> Conduct an all-administrators needs assessment regarding perceptions, intent, and previous experiences with EID work in order to properly scaffold professional learning for 2024-25; review EID plan for 2024-25; analyze discipline goals, reporting, and scaffolded protocol.</li> <li><input type="checkbox"/> <b>May 16, 2024:</b> Analyze the all-administrators needs assessment; review EID plan for 2024-25; finalize discipline goals, reporting, and scaffolded protocol.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>May Leadership Summit:</b> Create action steps to address inequitable school-level discipline data as a part of Building Action Plans.</li> <li><input type="checkbox"/> <b>Monthly District Administrative Team Meetings:</b> Discipline data analysis and reporting out - disaggregated discipline data from Ion, notices, wonders, action step updates, share best practices; review Building Action Plans goals and steps for progress monitoring and needed support.             <ul style="list-style-type: none"> <li><input type="checkbox"/> Possible 4tified racial equity professional development</li> <li><input type="checkbox"/> Possible equitable leadership training from Danyele Shelton, Psy.D.</li> <li><input type="checkbox"/> Possible inclusion of Youth Equity Stewardship (YES) student-led professional development</li> </ul> </li> <li><input type="checkbox"/> <b>Oct., Jan., &amp; April District Leadership Team Meetings:</b> Discipline data analysis and reporting out - disaggregated discipline data from Ion, notices, wonders, action step updates, share best practices. *One BLAZE member from each building must attend.*</li> <li><input type="checkbox"/> <b>Twice a Quarter:</b> Thought partner with Amber Buck and/or building BLAZE members to identify building-specific needs with regards to discipline equity, and Building Action Plans progress.</li> </ul>

**Progress Monitoring / Who Is Responsible?:** Teaching & Learning Department / Instructional Coaches / Instructional Assistant Principals

**Thought Partners:** Building Leadership Teams, Building BLAZE Members, Youth Equity Stewardship Student Leaders

**Learning Target:** Culturally-responsive amendments made to one or more of the following (implemented no later than 2026-2027)

Response To Intervention (RTI), Multi-Tiered Systems of Support (MTSS), Guaranteed Verifiable Curriculum (GVC's)

2023 - 2024	Year 1 Action Steps: 2024 - 2025	Year 2 Action Steps: 2025 - 2026	Year 3 Action Steps: 2026 - 2027
<input type="checkbox"/> <b>(See 2023 - 2024 above)</b>	<input type="checkbox"/> <b>Last Tuesday of Each Month:</b> Professional Development focused on framing and establishing the "why" of EID provided by Kay Stigge-Harwood. <ul style="list-style-type: none"> <li><input type="checkbox"/> Windows, Mirrors &amp; Sliding Glass Doors (Students Seeing Themselves &amp; Others In Literature)</li> <li><input type="checkbox"/> Knowledge Gap</li> <li><input type="checkbox"/> Zaretta Hammond's Culturally-Responsive Teaching &amp; the Brain</li> <li><input type="checkbox"/> Possible inclusion of Youth Equity Stewardship (YES) student-led professional development</li> </ul>	<input type="checkbox"/> <b>Nov. 17, 2024:</b> Data-based, culturally-responsive amendments made to one or more of the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Response To Intervention (RTI)</li> <li><input type="checkbox"/> Multi-Tiered Systems of Support (MTSS)</li> <li><input type="checkbox"/> Guaranteed Verifiable Curriculum (GVC's)</li> </ul> <input type="checkbox"/> <b>March 23, 2026:</b> Implementation action steps created to implement the above-mentioned amendments <ul style="list-style-type: none"> <li><input type="checkbox"/> Action steps reviewed by Youth Equity Stewardship student leaders</li> </ul>	<input type="checkbox"/> Data-based, culturally-responsive amendments implemented in one or more of the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Response To Intervention (RTI)</li> <li><input type="checkbox"/> Multi-Tiered Systems of Support (MTSS)</li> <li><input type="checkbox"/> Guaranteed Verifiable Curriculum (GVC's)</li> </ul>

**Progress Monitoring / Who Is Responsible?:** BSEL

**Thought Partners:** BLAZE Members, Youth Equity Stewardship Student Leaders

**Metric or Learning Target??:** Lessons for staff focused on intersectionality and the language of equity

Year 1 Action Steps: 2024 - 2025	Year 2 Action Steps: 2025 - 2026	Year 3 Action Steps: 2026 - 2027
<input type="checkbox"/> <b>Fall 2024:</b> Thought-partner with student leaders in the Youth Equity Stewardship (YES) Program to create student-centered professional development for staff for Fall 2024 and beyond. <input type="checkbox"/> <b>Fall 2024:</b> Participate in 4tified sessions and thought partnership with BLAZE and Buck to flesh out and scaffold EID scope and sequence for staff based on intersectionality & the language of equity <input type="checkbox"/> <b>Fall 2024/Spring 2025:</b> Co-creating language of equity lessons and intersectionality lessons for PLC's with YES, BLAZE, and Buck <input type="checkbox"/> <b>(Once a Month) Late Start Fridays:</b> Presenting research about human growth and development and tips for relationship-building with students <input type="checkbox"/> <b>Spring 2025 District PD:</b> Co-facilitate language of equity and intersectionality lessons for staff	<input type="checkbox"/> <b>Fall 2025:</b> Providing Professional Development on Intersectionality during PLC's and revisited during staff meetings, staff trainings, and Late Start Fridays with YES, BLAZE, and Buck <input type="checkbox"/> <b>Spring 2026:</b> Providing Professional Development on Intersectionality during PLC's and revisited during staff meetings, staff trainings, and Late Start Fridays with YES, BLAZE, and Buck <input type="checkbox"/> Continued third-party PD for BSEL, YES, BLAZE and student leaders	<input type="checkbox"/> <b>Fall 2026:</b> Providing Professional Development on Intersectionality during PLC's and revisited during staff meetings, staff trainings, and Late Start Fridays with YES, BLAZE, and Buck <input type="checkbox"/> <b>Spring 2027:</b> Providing Professional Development on Intersectionality during PLC's and revisited during staff meetings, staff trainings, and Late Start Fridays with YES, BLAZE, and Buck <input type="checkbox"/> Continued third-party PD for BSEL, YES, BLAZE and student leaders

**Progress Monitoring / Who Is Responsible?:** Human Resources

**Thought Partners:** BLAZE Members, Youth Equity Stewardship Student Leaders, Authentico

**Metric or Learning Target:** Increasing efforts to recruit a diverse and premier workforce via a minimum of four unique strategies.

Year 1 Action Steps: 2024 - 2025	Year 2 Action Steps: 2025 - 2026	Year 3 Action Steps: 2026 - 2027
<ul style="list-style-type: none"><li><input type="checkbox"/> <b>Spring 2024:</b> Integrate BLAZE leaders into interview panels throughout the district to recognize and mitigate unconscious biases during the interview process <i>(Strategy #1)</i></li><li><input type="checkbox"/> <b>Spring 2024:</b> Review the data from the November focus groups facilitated by Beloved Community and strategize additional efforts based off of the organization's suggestions (the three focus groups were 1) staff, 2) students, 3) families / community) <i>(Strategy #2)</i></li><li><input type="checkbox"/> <b>Spring 2024:</b> Finalizing a partnership contract between the District and Andrea Hendricks, Chief DEI Officer with Authentico to build a strategic recruitment plan. <i>(Strategy #3)</i></li><li><input type="checkbox"/> <b>Spring 2024:</b> Creating and disseminating external promotions and communications that feature equity ambassadors from throughout the district. <i>(Strategy #4)</i></li><li><input type="checkbox"/> <b>Fall 2024:</b> Thought-partner with student leaders in the Youth Equity Stewardship (YES) Program to brainstorm initiatives aimed at attracting and recruiting diverse staff. <i>(Strategy #5)</i></li><li><input type="checkbox"/> <b>Spring 2025:</b> Include YES student leaders in recruiting trips. <i>(Strategy #6)</i></li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> <b>Fall 2025:</b> Implement the strategic recruitment plan co-created with Authentico</li><li><input type="checkbox"/> <b>Fall 2025:</b> Implement additional efforts based off of the Beloved Community focus groups that were brainstormed in Spring 2024</li><li><input type="checkbox"/> <b>Spring 2024:</b> Integrate BLAZE leaders into interview panels throughout the district to recognize and mitigate unconscious biases during the interview process</li><li><input type="checkbox"/> <b>Spring 2024:</b> Creating and disseminating external promotions and communications that feature equity ambassadors from throughout the district.</li><li><input type="checkbox"/> <b>Fall 2024:</b> Implement initiatives created by student leaders in the Youth Equity Stewardship (YES) Program that are aimed at attracting and recruiting diverse staff</li><li><input type="checkbox"/> <b>Spring 2025:</b> Include YES student leaders in recruiting trips.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> <b>(See Year 2 Action Steps: 2025-2026)</b></li></ul>

### **The M.O.C.H.A. Structure for Assigning Responsibilities**

- **Manager:** Supports and holds the owner accountable through delegation. Serves as a resource, shares feedback, asks probing questions, reviews progress, and intervenes if the work is off-track. This person may or may not be the owner's supervisor.
- **Owner:** Has overall responsibility for driving the project forward and coordinating steps to accomplish the goal. Ensures all the work gets done (directly or with helpers) and involves others (consults) in a meaningful way. There should only be one owner.
- **Consulted:** Provides input and perspective. May share resources or referrals.
- **Helper:** Implements aspects of the work and actively contributes to project success. The helper may own a significant area of work with its own MOCHA (we call this a cascading MOCHA).
- **Approver:** Signs off on the final product or key decisions. May be the owner or manager, though it can also be a person or group with a clear decision-making role on the project.

### **ACCOUNTABILITY / INCLUSION QUESTIONS:**

How do I make sure that BLAZE members are on interviewing panels? (Hurley?)

How do I make sure that BLAZE members are attending the DLT's? (Principals? Nguyen?)

How often should / could building administrators meet with BLAZE members? Is this a one-size fits all or is it TBD by building?

What is the BSEL angle?

Are we leaving PLC's alone for now?

How can we be intentional about how, when, where, and why we get various groups together? (i.e. including YES students in professional development)