EQUITY ACTION PLAN
2020-2025

HUNTLEY COMMUNITY SCHOOL DISTRICT 158

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INTRODUCTION

It is the mission of Huntley School District 158 to be a learning community that will inspire, challenge, and empower ALL students always. As the demographics of our district changes, we are faced with more complex challenges in meeting the needs of our increasingly diverse student population. Providing educational equity requires a conscious and consistent focus. As a district, we are compelled to prioritize systemic equity and provide every student with access to the educational resources and rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income. We have taken our first crucial step toward fulfilling our commitment to educational equity by conducting a diversity needs assessment.

The Destination 158: An Equitable Approach to Education Framework has been developed through the effort, ideas and expertise of more than 40 people representing diverse roles, races, experiences, backgrounds, and perspectives within our school district and greater community. Providing educational equity requires a conscious and consistent focus.

We strive to promote, develop and support equitable practices and policies for a safe and inclusive school community system. The purpose of the D158 Equitable Approach to Education Framework is to make explicit the ways in which our district will address the challenges of systemic inequities that impact the opportunities for our students. The plan outlines both manageable action steps to achieve tangible results in the short term, and a meaningful, integrated long-term strategy. It includes a broad range of work both internally – and externally with district, school, and community partners.

The components of the plan create a comprehensive action plan, but they should not be seen as a linear, sequential plan. Rather, all elements can be pursued concurrently, with different work groups focusing their efforts on different parts of the plan at the same time.

November 7, 2019

Board of Education members,

I wanted to share with you individually some of my thoughts as the District embarks on a new, concerted effort to work toward educational equity for all of our students. While as a district we have long valued this concept, we have lacked a deliberate focus on truly achieving it. Good work has gone into tackling portions of the idea, but too often in disparate ways that haven't been unified under this larger, well-defined goal.

I have every confidence that our new driving focus toward this effort is the right thing for our students, families, and community. This work is very personal and must start with each of us as people. The Equity Action Coalition that Dr. del Castillo is leading will be taking a deep look into our school district, beginning with the needs assessment completed last year. We will then be working collaboratively on a path to improve the learning environment for our students who are of color, differently abled, LGBTQ, economically disadvantaged, or of any other identity or circumstance that may prevent them from fully accessing all our education system has to offer.

Our intention in this work is to ensure our learning environment is welcoming to ALL students, regardless of circumstance or background. I know we all share this intention and want every D158 student to learn in an environment free from prejudice or bias to maximize their potential as people. It's a big challenge, one that will not be won easily. I fully expect that as we dig in to this issue, we will uncover things we aren't proud of, we will learn things that make us uncomfortable, and we will have people push back on us. However, we have no plans to shy away from this hard work. I am confident that with your support we will overcome any adversity because this work is being done in the name of OUR students.

I want to provide you with as much preparation as possible to ensure you are as comfortable as possible to join in with our administrative team as we embark on this journey together. I will make sure you are involved in training sessions to help you grow with us and fully understand the work we are doing to make OUR school district the very best it can be! Our growth process will include readings like the one attached to this letter, face-to-face trainings, and ongoing discussions about recommendation from the steering committee.

I also want to prepare you for the reality that this work is likely to push some buttons in our community, and we need to be ready for that. I wanted to reach out to each of you privately rather than in an open discussion to establish a base of understanding. I want to personally invite you to join us in this challenging but invigorating effort. In addition, I encourage you to reach out to me personally if at any point you are feeling uncertain about the path we are on or obstacles we may encounter, so that we can stand united in the name of OUR students!

Thank you for being a part of our team.

Respectfully,

Scott Rowe
Superintendent

CHANCE Program (MC 113)
2080 Student Services Building
1200 West Harrison Street
Chicago, Illinois 60607-7161

June 17, 2020

Huntley Community School District 158
650 Dr. John Burkey Drive
Algonquin, Illinois 60102

Dear Huntley School District Education Action Coalition,

On behalf of the **University of Illinois at Chicago – CHANCE Program**, I am thrilled to provide this letter of support as your district launches its' first access, diversity and inclusion plan known as: **Diversity 158: An Equitable Approach to Education.** I would like to take this moment to say "Congratulations" for I am aware that you have spent years and months working to develop and implement this plan. As a community partner *for over a year now*, The UIC CHANCE Program is thrilled that we had the opportunity to collectively prepare our Future Leaders of America to take their rightful place in society. Within our ability to *listen, understand* and *act upon* the need to advance diversity, we are excited to help you accomplish your goals by making students and their families aware of the importance of *"access and inclusion."*

As you are aware, the UIC CHANCE Program is an academic support unit that was designed in 2004 to assist students of color with their efforts to transition to our campus (from high school) and address specific needs for underrepresented populations. In our quest to provide future leaders and their families opportunities to learn more about various cultures and improve their skills set in cross-culture communications; we are committed to assisting this partnership to help you provide an organizational structure that is free of "prejudice and discrimination."

Within the current situation of our local, state, federal and world affairs, it has become apparent that as members of our society, we must address and adhere to the various diverse communities that we represent. The UIC CHANCE Program is pleased to provide our support, as collectively we will continue to demonstrate an *"equal level of access"* regardless of someone's race, gender, ethnicity, language, sexual orientation, family background, disability and/or family income or environment.

It is my belief that as a committed group of partners we can help overcome persistent and predictable barriers and create a system for change. We are looking forward to the outcomes of this historic occasion.

Sincerely,

Kendal Parker, M.S., Ed, Director, UIC CHANCE Program

DEMOGRAPHIC SNAPSHOT

Racial/Ethnic Diversity – 2020

- Two or More Races – 4.2%
- Pacific Islander – 0.1%
- American Indian – 0.7%
- Asian – 6.3%
- Hispanic – 12.9%
- Black – 2.6%
- White – 73.1%

Homeless

■ District (0.5%)
■ State (2%)
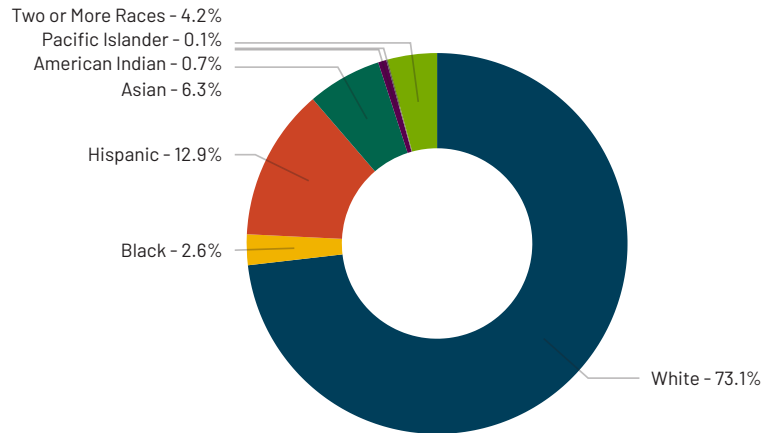
0.5%
Homeless Students in District

% Students with IEPs – 2020

IEP – 12%

Non IEP – 88%

English Learners

■ District (5.5%)
■ State (12.5%)

5.5%
English Learners in District

Low Income Students

■ District (10...)
■ State (48.5...)

10.6%
Low Income Students in District
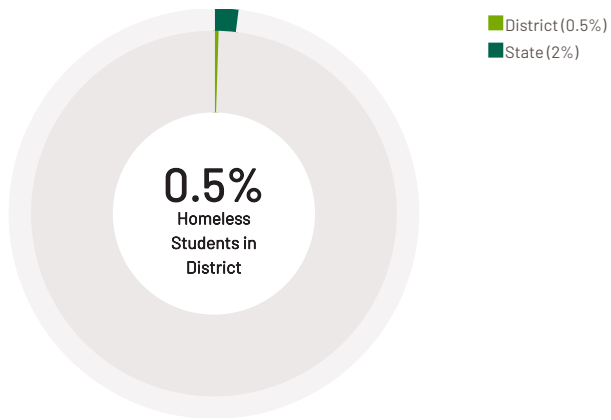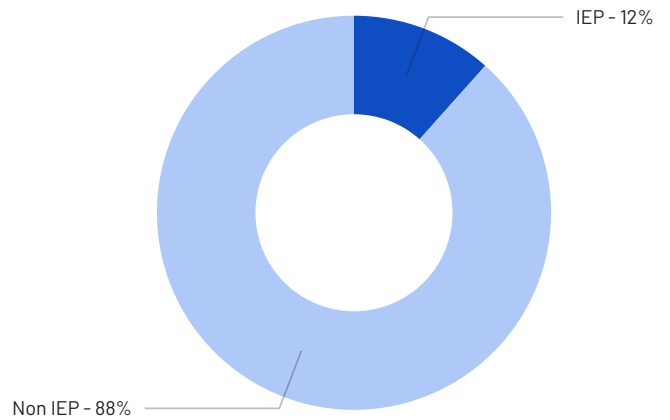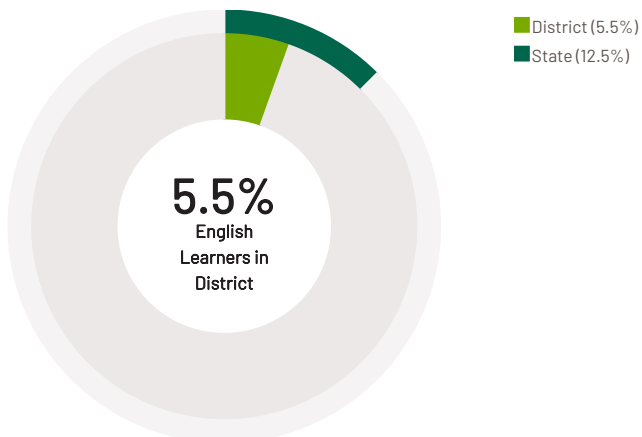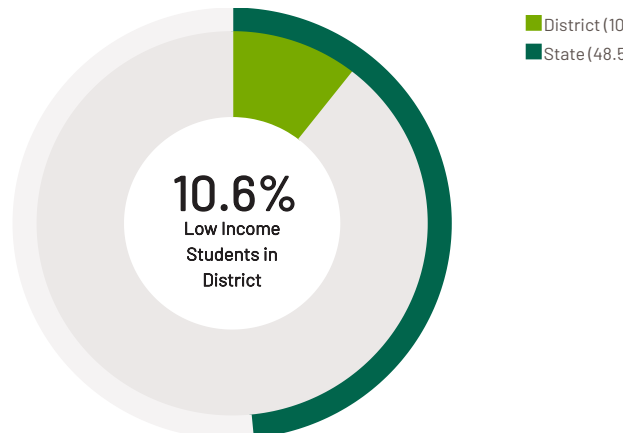
NEED ASSESSMENT FINDINGS

The findings in the need assessment report were designed to build understanding around issues related to diversity and equity and make collective thinking visible based on qualitative and quantitative data. We strive to honor and build upon the strengths and assets of every student and we recognize that transformative change towards equity is persistent, systemic change. Therefore, the report aimed to take a hard look at instances of bias and oppression, which need to be addressed, while building on the collective commitment to focus on educational equity.

The needs assessment included evaluation of four main sources of data:
- Scan of current practices in equity across the district
- Review of internal data related to discipline and advanced courses
- Identity-based focus groups (Asian American, African American, Latino American, LGBTQ, White American)
- Internal survey of Middle School students and teachers

From the onset of the needs assessment process, the researchers recognized the importance of the study being carried out in a culturally competent and responsible manner (Hood and Hopson, 2006) and included both qualitative and quantitative data sets. Qualitative data included the scan of current practices in equity across the district through feedback from staff and leadership on current practices in social emotional learning. Quantitative data sets were collected from the behavior referrals as reported in the district's School-Wide Information System (SWIS) and the enrollment figures of minority students with individual education plans and taking AP classes.

Further data was collected through a mixed-method strategy that utilized and employed both qualitative (focus groups) and quantitative (surveys and internal data) methodologies. For the focus groups, researchers conducted six identity-based Huntley High School student focus groups (Asian American, African American, Latino American, LGBTQ, and White American). The students who participated in the focus groups were randomly selected using a randomizing application.

--Diversity Needs Assessment: Key Findings--

As the data collected from the four main data sources of the diversity needs assessment were analyzed, patterns emerged as outlined in the following summary of key findings.
- A commitment to D158's mission, strategic plan, and principles as a road map to guide the path toward addressing difficult decisions
- A genuine feeling that HHS offers plenty of course options to meet the students' needs and interests.
- A strong sense of pride in strong academic outcomes but a concern about persistent disparities
- An awareness of Huntley's changing demographics: race, ethnicity and culture
- A broad-based desire for more Equity professional development on institutional racism, power and privilege
- A concern regarding the over representation of minority students in special education
- A desire for increased time for Social Emotional Learning to address student and staff needs
- A need for more consistency in the amount of multiculturalism in the District's curricula
- A perception that the district's responses to incidents of racism, sexism, homophobia, and other oppressive occurrences leaves room for improvement
- A general concern regarding the low number of minority teachers and staff that reflect student demographics
- A need for a sense of urgency in attending to and addressing the needs of our lowest performing most marginalized students and families

-- Recommendations --

The key findings inform the recommendations below for Huntley 158 to maintain a focus on equity. Change is difficult. In order to commit to changing our learning environments to be a place of educational equity, we must focus on the mission of District 158 and join together to leverage our collective commitment to create more equitable systems for All Students Always. The Conage Continuum of Education Equity (Figure 6) will help frame the changes that we wish to see and to hold ourselves accountable for being agents of change.

Recommendation 1: Institutionalized Equity and Empowerment

As a district we have made the first steps out of the status quo of apathy. The Diversity and Inclusion Working Group brought us to a place of awareness. The path forward involves the application of informed changes and an advocacy for institutionalized equity and empowerment. It is recommended that this be done through dedicated staffing and organizational structures to maintain a focus on educational equity and the implementation of the diversity plan.

Recommendation 2: Inclusive, Welcoming Spaces and Opportunities

Community and relationship-building research shows that the most effective way to reduce interpersonal bias is through meaningful relationships. Just as the elevation of individual well-being requires a planned and purposeful approach, so, too, does the building of relationships and community wellbeing.

The diversity needs assessment identified both points of pride and areas of concern. In order to begin to address the areas of concern, we must create inclusive welcoming spaces in our schools and opportunities throughout District 158, paying particular attention to the needs, experiences, and outcomes for students who identify as: Black and of African descent, Latin, Asian, and Indigenous Nations or American Indian. We must also validate the compounded experiences of students at the intersections of race and the following labels or identities: Immigrant, Refugee, English Learner, LGBTQ, free or reduced-price lunch, religious minority, special education, physical or mental disabilities, homeless or highly mobile.

Recommendation 3: Implement Strategic Professional Development

It is recommended that the District 158 learning community work to develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all racial groups. The work of building culturally responsive learning environments begins with the implementation of strategic professional development on equity/ inclusion/cultural competence, social emotional learning and responsiveness education.

Systematic professional development would include topics related to culturally responsive teaching (CRT). The plan for professional development would utilize existing district resources, including educators who have a demonstrated passion and aptitude for CRT. The identified educators would be a part of a team who would bolster in-district capacity by leading peer-to-peer building-level CRT workshops, which would include key strategies for planning and delivering instruction that is engaging to diverse learners.

Recommendation 4: Equity Reflected in Our Teachers	Being a school district that values a diversity of identities, voices, and perspectives includes being a district that is composed of staff that reflect this diversity. Therefore, it is recommended that a plan is developed to address racial representation of teachers and to increase recruitment, hiring and retention of individuals that have an equity mindset.

Recommendation 5: Diversity Plan	To view systems through an equity lens, any policy, program, practice, or decision, should consider: • What racial/ ethnic groups are affected/ impacted? • Does the program ignore or worsen existing disparities? • How have stakeholders been involved? • What are the barriers to more equitable outcomes? • How will negative impacts/ barriers be mitigated?

--Path Forward--

As a district, we strive to promote, develop and support equitable practices and policies for a safe and inclusive school community system. We must ensure that all board members and staff examine and change educational practices, policies, and processes that contribute to and perpetuate racial disparities, and the disparities of those who have been marginalized in society by their race, gender, ethnicity, language, disability, sexual orientation, family background, and/or economic status.

We have made strides toward the goal of educational equity simply by acknowledging the need to focus our attention on equity and to assess the diversity needs. By collecting data and reviewing the needs and key findings, it is clear that the status quo is not acceptable. Business as usual is not an option. In order to change these inequities, the diversity plan will focus on the injustice that occurs as a result of societal and institutional racism and put the needs of underrepresented students and their families first. By taking the following steps in the path forward, we will provide assurance of access, representation and meaningful participation for all.

Address findings and recommendations of the diversity needs assessment:
- Create the District Guiding Equity Team: A small leadership group for decision-making, guiding this project and writing the diversity plan
- Articulate collective vision for Equity in D158
- Multi-year action plan with strands for students, staff, board members, and families based on results of needs assessment
- Implementation plan for all facets, including deep reflection and learning related to professional practice for staff

EDUCATIONAL EQUITY VISION

Achieving educational equity requires a conscious and consistent focus. We are compelled to prioritize systemic equity and provide every student with access to the educational resources and rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, sexual orientation, family background, and/or socioeconomic status. Huntley Community School District 158 is commited to provide an environment that is culturally sensitive and free from bias and discrimination that protects students from physical and emotional harm.

We commit to ensuring that all stakeholders uphold educational equity as an essential principle of our school system that is integrated into all policies, practices, operations and processes in order to provide equitable educational outcomes for all students. We need to hold one another mutually accountable for examining our policies, practices, and programs for racial biases, and accountable for eliminating disparities in our district wherever they are found.

EDUCATIONAL EQUITY FRAMEWORK
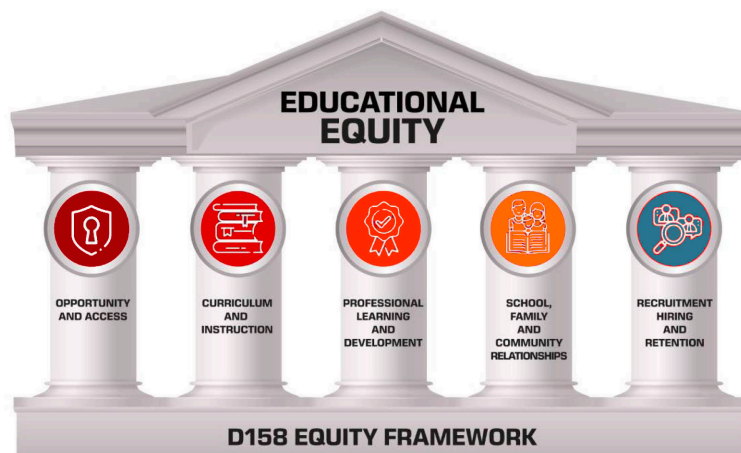
This framework is organized into five key pillars:
- Opportunity and Access
- Curriculum and Instruction
- Professional Learning and Development
- School, Family, and Community Relationships
- Recruitment, Hiring, and Retention

■ Pillar I: Opportunity and Access ■

Critical Issue:
All students do not have access to programs and services such as AP courses and Honors and advanced level coursework.

Equity Beliefs
- All students can learn at the highest levels when all staff ensure equitable access and hold every student to high expectations.
- We must remove barriers for student groups, particularly students of diverse backgrounds, to ensure they have access to the most rigorous courses available.
- Examine the structures, policies, programs, and practices in our district to identify and take action to change those that may perpetuate inequities based on race.

Goal 1: Increase participation of traditionally underrepresented students in advanced programs.

ACTION PLAN

- Build upon systems and processes to increase the access and offerings of advanced programs for historically underrepresented students.
- Use racially disaggregated data to inform all district decision-making and instruction and to identify the barriers that prevent students of color and students from low-income families from enrolling in advanced courses and take action
- Evaluate the current process used for screening students for advanced level classes and implement changes if needed.
- Examine representation in advanced coursework, including AP, dual enrollment, academies, gifted and talented programs, and eighth grade algebra.
- Collect information to diagnose the various barriers that different groups of students face to accessing and succeeding in advanced coursework.
- Allocate resources to ensure that extracurricular programs (e.g. arts, athletics, and activities) have equitable representation of students of color.
- Initiate focus groups with students to find out what activities they would like to participate in, reasons they may not participate in activities that are available and what the school can do to get them more involved.

■ *Success Indicator:*
Increase the percentage of underrepresented students participating in advanced programs and extracurricular activities.

Goal 2: Design and implement support systems to respond to the diverse needs of students.

ACTION PLAN

- Increase and improve social-emotional support for all students.
- Administrators will examine individual student progress data through a lens of equity.
- Provide resources and support for wellness, MTSS (Multi-Tiered Systems of Support) and Restorative Practices. Increase mental health and counseling support to better serve the social and emotional needs of underserved students.
- Involve students in important initiatives and programs related to culture and climate.
- Provide professional learning to staff to eliminate the deficit-thinking lens.
- Increase foster youth, homeless, and student with disabilities supports.
- Implement restorative practice strategies such as classroom meetings, community circles and other social justice strategies to eliminate disproportionality in discipline data.
- Provide a variety of opportunities to develop culturally aware student leaders. Select participants for leadership opportunities that are visible to the entire student body and reflect the diversity make-up of the district as a whole.

■ *Success Indicator:*
Increase the percentage of students reporting adequate social-emotional support.

■ ■ Pillar II: Curriculum and Instruction ■ ■

Critical Issue:
All students do not see themselves reflected in the curriculum nor do they have access to rigorous instruction. Teachers need to embrace diversity and establish high expectations for all students.

Equity Beliefs
- All students regardless of disability, ethnicity, gender, gender expression, gender identity, immigration status, language, nationality, parental status, race, religion, sexual orientation, socioeconomic status or association with a person or group with one or more of these actual or perceived characteristics, have access to rigorous, and culturally responsive instruction,
- All teachers have access to continuous professional learning and development to effectively design and teach rigorous and culturally responsive curriculum.
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, life readiness and eliminate the achievement gap.

Goal 1: All curricular materials are reflective of our diverse student population.

■ *Success Indicator:*
Increase the percentage of subjects/curricular materials that are reflective of race, culture or ethnicity of students.

ACTION PLAN
- Implement culturally relevant teaching practices that reflect the contributions and perspectives of all people.
- Provide Professional learning to teachers in effective and rigorous instructional strategies to support all students' standards mastery.
- Provide staff with resources/training to provide focus on developing a growth mindset.
- Enhancing access to the general education curriculum for students with disabilities.
- Conduct curriculum audit to determine evidence of bias and/or the lack of inclusion in the standards-aligned instructional materials and determine if the materials reflect the race, culture or ethnicity of our student groups.

Goal 2: Design and implement support systems to respond to the diverse needs of students.

■ *Success Indicator:*
Increase the percentage of students participating in advanced programs and extracurricular activities. Increase the percentage of students reporting rigorous and culturally responsive curriculum, and percentage of teachers reporting rigorous and culturally responsive instruction.

ACTION PLAN
- Provide equitable opportunity and access to eliminate disproportionate representation of students of color in specialized education programs.
- Create engagement and opportunities for historically underrepresented students, individuals with special needs/disabilities, and economically disadvantaged students.
- Improve teacher to student relationships in order to foster student interest in curricular and extracurricular activities
- Increase resource materials for staff that emphasize equity, culturally responsive pedagogy, and multiculturalism.

■ ■ ■ Pillar III: Professional Learning and Development ■ ■ ■

Critical Issue:
All students and staff do not have access nor participate fully in culturally responsive teaching and learning.

Equity Beliefs
- Recognize and respect our diversity while increasing awareness.
- Participate in and utilize professional development strategies to support the needs of all students both academically, emotionally, and socially.
- Implement a strategic professional development on equity/inclusion/cultural competence, social emotional learning, inclusion and responsiveness education.

Goal 1: Provide differentiated Professional Learning to build capacity for cultural responsiveness.

■ *Success Indicator:*
Increase the number of equity based professional growth opportunities.

ACTION PLAN
- Facilitate ongoing and embedded professional development to help learn techniques for culturally responsive teaching that is designed to address underlying culture, and help staff use the curriculum and other resources to help students reach a deeper level of understanding specifically about race, inclusion, and diversity.
- Prioritize equity-focused training for all staff that addresses implicit bias and privilege.
- Implement and train all staff on the components of the D158 Equity Framework.
- Incorporate the concept of Equity in all professional learning and development, and in the development of all initiatives to utilize the Equity lens and D158 Framework as the foundation of all district work.

Goal 2: Increase culturally responsive leadership development among teachers, administrators and non-certified staff.

■ *Success Indicator:*
Increase the percentage of staff participating in culturally responsive leadership development professional learning offerings.

ACTION PLAN
- Develop infrastructure and provide training for culturally responsive leadership development.
- Provide professional development to building administrators to support retention of diverse teachers.
- Develop a mentorship program for people of color to create a pipeline into leadership positions in D158.
- Ensure that all board members and staff receive training that promotes an understanding of racial identity and cultural awareness, and addresses implicit and explicit biases.
- Continue to recruit and hire diverse staff for leadership roles.

■ ■ ■ ■ Pillar IV: School, Family and Community Relationships ■ ■ ■ ■

Critical Issue:
Minoritized students feel less connected to school and minority families report they have less opportunity for input.

Equity Beliefs
- It is School District 158's responsibility to adapt and respond appropriately to the intersectionality of all students in D158.
- Our district will be excellent only when ALL families are empowered as equal partners to influence, inform, and impact decisions throughout our district.
- All students will benefit from programs and services designed to inform and involve family and community partners.
- Our district will ensure a welcoming, safe, inclusive and equitable school community.
- We will welcome and engage families as essential partners in their student's education and district decision making.

Goal 1: Improve stakeholder communication, engagement, and relationships.

■ *Success Indicator:*
Increase the percentage of families reporting favorable school connectedness and sense of belonging. Surveys for students/parents/staff regarding district climate.

ACTION PLAN

- Provide resources and communication links to support all families in accessing information and opportunities to be engaged at all buildings.
- Engage in meaningful dialogue with school and community stakeholders to support positive school climate development and student wellness.
- Host district & school events to hear the voice of families & the community.
- Provide a resource list to all school administrators about various cultural and commemorative dates so they may acknowledge and celebrate these important cultural milestones.
- Engage in honest conversation with staff, parents and community members about concerns and issues that impact our diverse population.
- Continue to promote and encourage the use of our various print and electronic communication tools.
- Social media, as well as submissions to local news media, will continue to feature news and photos about all students to show the diversity within our schools.
- Establish a protocol for recruiting and sustaining representation of parents of color as members of the school board, and district committees.

Goal 2 : Increase family education opportunities and community partnerships.

■ *Success Indicator:*
Increase the percentage of families reporting effective access to opportunities and connections for parents. Increase the number of community partnerships.

ACTION PLAN

- Create partnerships with community organizations focusing on providing resources to families.
- Increase access and parent preparedness by providing translated documents and presentations regarding advanced courses.
- Focus on family and community engagement by providing information and education to decrease disproportionality.
- Provide resources to support home visits focusing on communicating specific educational opportunities for students and families.
- Build a directory of resources, listing parents and community members who have the will and skill to volunteer as translators and/or interpreters for our schools.

Pillar V: Recruitment, Hiring, and Retention

Critical Issue:
The racial and ethnic distribution of district school staff does not mirror the student population and community.

Equity Beliefs
- Recruit, hire and retain highly qualified diverse teachers, administrators and staff of color.
- Our district needs to recruit, hire and retain staff that reflects the racial and cultural diversity of our community and our student body.

Goal 1: Improve support for professional growth among existing and newly hired staff.

■ *Success Indicator:*
Increase the percentage of staff reporting favorable climate of support for professional growth. Human Resources data indicating increase in number of staff who are linguistically and racially representative of the District demographics. Revised system of evaluation for administrators.

ACTION PLAN

- Create and support mentorship programs and networking groups for staff.
- Provide training, resources and supports to build cultural awareness, proficiency, and equity literacy in staff.
- Train all staff on cultural proficiency, and implicit bias. Host cultural proficiency events.
- Establish and implement a process to provide orientation to all new administrators on Equity and implicit bias.
- Develop an equity-focused evaluation process of all administrators

Goal 2: Improve staff diversity to better represent that of the student population.

■ *Success Indicator:*
Ensure a proportional ethnic composition of staff reflective of the student population.

ACTION PLAN

- Develop new partnerships and maintain and strengthen current
- partnerships with culturally diverse institutions, including colleges, organizations and churches with a focus on conducting targeted recruiting and hiring initiatives for potential candidates that will diversify our staff.
- Identify and initiate alternative recruitment strategies to target diverse candidates
- Establish procedures for district-wide diversity orientation for all building leaders and interview committees. This includes developing a consistent process for screening and interviewing job candidates that includes
- questions and scenarios relating to diversity and equity.
- Encourage diversity in the membership of all district and building- level committees.

ANNUAL ACTION TIMELINE

■ Pillar I: Opportunity and Access ■

GOAL #1 SUCCESS INDICATOR: Increase the percentage of underrepresented students participating in advanced programs & extracurricular activities.		
ACTION	**RESPONSIBLE LEADER/AREA**	**RATIONALE & MEASUREMENT**
Build upon systems and processes to increase the access and offerings of advanced programs for historically underrepresented students.		
Use racially disaggregated data to inform all district decision-making and instruction and to identify the barriers that prevent students of color and students from low-income families from enrolling in advanced courses and take action.		
Students will successfully complete rigorous course sequences, including Advanced Placement, Dual Credit, and PLTW at increasing rates.		
Evaluate the current process used for screening students for advanced level classes and implement changes if needed.		
Examine representation in advanced coursework, including AP, dual enrollment, academies, gifted and talented programs, and eighth grade algebra.		
Collect information to diagnose the various barriers that different groups of students face to accessing and succeeding in advanced coursework.		
Allocate resources to ensure that extracurricular programs (e.g. arts, athletics, and activities) have equitable representation of students of color.		
Initiate focus groups with students to find out what activities they would like to participate in, reasons they may not participate in activities that are available and what the school can do to get them more involved.		

GOAL #2 SUCCESS INDICATOR: Increase the percentage of students reporting adequate social-emotional support.		
ACTION	**RESPONSIBLE LEADER/AREA**	**RATIONALE & MEASUREMENT**
Increase and improve social-emotional support for all students.		
Administrators will examine individual student progress data through a lens of equity.		
Provide resources and support for wellness, MTSS (Multi-Tiered Systems of Support) and Restorative Practices. Increase mental health and counseling support to better serve the social and emotional needs of underserved students.		
Involve students in important initiatives and programs related to culture and climate.		
Provide professional learning to staff to eliminate the deficit-thinking lens.		
Increase foster youth, homeless, and student with disabilities supports.		
Implement restorative practice strategies such as classroom meetings, community circles and other social justice strategies to eliminate disproportionality in discipline data.		
Provide a variety of opportunities to develop culturally aware student leaders. Select participants for leadership opportunities that are visible to the entire student body and reflect the diversity make-up of the district as a whole.		

■ ■ Pillar II: Curriculum and Instruction ■ ■

GOAL #1 SUCCESS INDICATOR: Increase the percentage of subjects/curricular materials that are reflective of race, culture or ethnicity of students.

ACTION	RESPONSIBLE LEADER/AREA	RATIONALE & MEASUREMENT
Implement culturally relevant teaching practices that reflect the contributions and perspectives of all people.		
Provide Professional learning to teachers in effective and rigorous instructional strategies to support all students' standards mastery.		
Provide staff with resources/training to provide focus on developing a growth mindset.		
Enhancing access to the general education curriculum for students with disabilities.		
Conduct curriculum audit to determine evidence of bias and/or the lack of inclusion in the standards-aligned instructional materials and determine if the materials reflect the race, culture or ethnicity of our student groups.		

GOAL #2 SUCCESS INDICATOR: Increase the percentage of students participating in advanced programs and extracurricular activities. Increase the percentage of students reporting rigorous and culturally responsive curriculum, and percentage of teachers reporting rigorous and culturally responsive instruction.

ACTION	RESPONSIBLE LEADER/AREA	RATIONALE & MEASUREMENT
Provide equitable opportunity and access to eliminate disproportionate representation of students of color in specialized education programs.		
Create engagement and opportunities for historically underrepresented students, individuals with special needs/disabilities, and economically disadvantaged students.		
Improve teacher to student relationships in order to foster student interest in curricular and extracurricular activities.		
Increase resource materials for staff that emphasize equity, culturally responsive pedagogy, and multiculturalism.		

■ ■ ■ Pillar III: Professional Learning and Development ■ ■ ■

GOAL #1 SUCCESS INDICATOR: Increase the number of equity based professional growth opportunities.		
ACTION	**RESPONSIBLE LEADER/AREA**	**RATIONALE & MEASUREMENT**
Facilitate ongoing and embedded professional development to help learn techniques for culturally responsive teaching that is designed to address underlying culture, and help staff use the curriculum and other resources to help students reach a deeper level of understanding specifically about race, inclusion, and diversity.		
Prioritize equity-focused training for all staff that addresses implicit bias and privilege.		
Implement and train all staff on the components of the D158 Equity Framework.		
Incorporate the concept of Equity in all professional learning and development, and in the development of all initiatives to utilize the Equity lens and D158 Framework as the foundation of all district work.		

GOAL #2 SUCCESS INDICATOR: Increase the percentage of staff participating in culturally responsive leadership development professional learning offerings.		
ACTION	**RESPONSIBLE LEADER/AREA**	**RATIONALE & MEASUREMENT**
Develop infrastructure and provide training for culturally responsive leadership development.		
Provide professional development to building administrators to support retention of diverse teachers.		
Develop a mentorship program for people of color to create a pipeline into leadership positions in D158.		
Ensure that all board members and staff receive training that promotes an understanding of racial identity and cultural awareness, and addresses implicit and explicit biases.		
Continue to recruit and hire diverse staff for leadership roles.		

■ ■ ■ ■ Pillar IV: School, Family and Community Relationships ■ ■ ■ ■

GOAL #1 SUCCESS INDICATOR: Increase the percentage of families reporting favorable school connectedness and sense of belonging. Surveys for students/parents/staff regarding district climate.

ACTION	RESPONSIBLE LEADER/AREA	RATIONALE & MEASUREMENT
Provide resources and communication links to support all families in accessing information and opportunities to be engaged at all buildings.		
Engage in meaningful dialogue with school and community stakeholders to support positive school climate development and student wellness.		
Host district and school events to hear the voice of families and the community.		
Provide a resource list to all school administrators about various cultural and commemorative dates so they may acknowledge and celebrate these important cultural milestones.		
Engage in honest conversation with staff, parents and community members about concerns and issues that impact our diverse population.		
Continue to promote and encourage the use of our various print and electronic communication tools.		
Social media, as well as submissions to local news media, will continue to feature news and photos about all students to show the diversity within schools.		
Establish a protocol for recruiting and sustaining representation of parents of color as members of the school board, and district committees.		

GOAL #2 SUCCESS INDICATOR: Increase the percentage of families reporting effective access to opportunities and connections for parents. Increase the number of community partnerships.

ACTION	RESPONSIBLE LEADER/AREA	RATIONALE & MEASUREMENT
Create partnerships with community organizations focusing on providing resources to families.		
Increase access and parent preparedness by providing translated documents and presentations regarding advanced courses.		
Focus on family & community engagement by providing information & education to decrease disproportionality.		
Provide resources to support home visits focusing on communicating specific educational opportunities for students and families.		
Build a directory of resources, listing parents and community members who have the will and skill to volunteer as translators and/or interpreters for our schools.		

Pillar V: Recruitment, Hiring, and Retention

GOAL #1 SUCCESS INDICATOR: Increase the percentage of staff reporting favorable climate of support for professional growth. Human Resources data indicating increase in number of staff who are linguistically and racially representative of the District demographics. Revised system of evaluation for administrators.

ACTION	RESPONSIBLE LEADER/AREA	RATIONALE & MEASUREMENT
Create and support mentorship programs and networking groups for staff.		
Provide training, resources and supports to build cultural awareness, proficiency, and equity literacy in staff.		
Train all staff on cultural proficiency, and implicit bias. Host cultural proficiency events.		
Establish and implement a process to provide orientation to all new administrators on Equity and implicit bias.		
Develop an equity focused evaluation process of all administrators.		

GOAL #2 SUCCESS INDICATOR: Ensure a proportional ethnic composition of staff reflective of the student population.

ACTION	RESPONSIBLE LEADER/AREA	RATIONALE & MEASUREMENT
Develop new partnerships and maintain and strengthen current partnerships with culturally diverse institutions, including colleges, organizations and churches with a focus on conducting targeted recruiting and hiring initiatives for potential candidates that will diversify our staff.		
Identify and initiate alternative recruitment strategies to target diverse candidates.		
Establish procedures for district-wide diversity orientation for all building leaders and interview committees. This includes developing a consistent process for screening and interviewing job candidates that includes questions and scenarios relating to diversity and equity.		
Encourage diversity in the membership of all district and building-level committees.		

TERMS AND DEFINITIONS

Disability
A physical, cognitive, psychological, or sensory impairment that affects one's ability to develop, achieve, and/or function normally. Disability can occur as a result of injury or illness or can be congenial (Collins & O'Brien, 2013). The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity. This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability but are regarded as having a disability. The ADA also makes it unlawful to discriminate against a person based on that person's association with a person with a disability (Americans with Disabilities Act, 2020).

Equality vs. Equity
To build awareness and understanding, we must build common working definitions of some key terms, the most important of which are equality and equity. As demonstrated in figure 1, equality and equity are different. Equality in education is achieved when all students have the same opportunity, treatment, access and resources. In contrast, equity is achieved when all students receive what they need, when they need it, so they are college, career and life ready. Furthermore, educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.

Ethnicity
A socially constructed category, based on identification of a person within a particular social group. The social group can be formed based on many factors, including: religious beliefs, a common language, history, geographic location, and even common appearances. A person's ethnicity is usually associated with her or his parent's ancestry. Ethnicity refers to a person's social connections with others who share much in common (Collins & O'Brien, 2013).

English Learner
"Any student in preK, K, or any of grades 1-12, whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with: a) the ability to meet the State's proficient level of achievement on State assessments; b) the ability to successfully achieve in classrooms where the language of instruction is English; or c) the opportunity to participate fully in the school setting." Federal Rules and Regulations 23 Ill. Adm. Code 228.10

Implicit Bias
Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection (Kirwan Institute, 2018).

Intersectionality
A theory that examines how we make meaning of our cultural experiences given our unique constellation of cultural identities and how they interact with one another (Caldwell & Santana, 2016).

People of Color
People of Color, often the preferred collective term for referring to non-white racial groups, rather than "minorities." Racial justice advocates have been using the term "people of color" (not to be confused with the pejorative "colored people") since the late 1970s as an inclusive and unifying frame across different racial groups that are not white, to address racial inequities. While "people of color" can be a politically useful term, and describes people with their own attributes (as opposed to what they are not, eg: "non-white"), it is also important whenever possible to identify people through their own racial/ethnic group, as each has its own distinct experience and meaning and may be more appropriate. (Race Forward, "Race Reporting Guide")

Race
A socially constructed category classifying groups of people according to selected physical and inherited characteristics. Skin color and hair texture, but not eye or hair color, are used in the assignment of race (Collins & O'Brien, 2003). "A social construct that artificially divides people into distinct groups based on certain characteristics such as physical appearance (particularly skin color) ancestral heritage, cultural affiliation, cultural history, ethnic classification...Racial categories subsume ethnic groups (Wijeysinghe & Love, 1997).

Refugee
Refugees are defined and protected in international law. The 1951 Refugee Convention is a key legal document and defines a refugee as:"someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.

Socioeconomic Status
Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, plus issues related to privilege, power and control (American Psychological Association, 2020).

White Privilege
The concrete benefits of access to resources and social rewards and the power to shape the norms and values of society which Whites receive, unconsciously and consciously, by virtue of their skin color in a racist society (Wijeysinghe & Love, 1997).