

District Equity Statement:

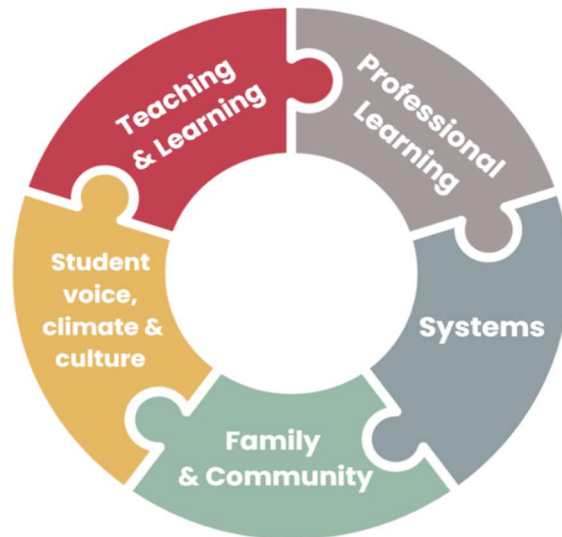
Argo Community High School affirms in our actions that each student can, will, and shall learn. We strive to provide equitable educational opportunities to all students regardless of disability, race, ethnicity, language, gender, sexual identity, religion, and socioeconomic status. Educational equity is the intentional allocation of resources, instruction, and opportunities according to need, requiring that discriminatory practices, prejudices, and beliefs be identified and eradicated.

District Equity Coordinator(s): Jon Leonard (2021 – 2024), David Hernandez and Alexia Walls (2024 – Present)

Framework:

To identify, measure, and sustain actions to advance equity. We have created a collaborative process developed with district stakeholders. This framework relies on a systemic commitment to best serve all students through five strands. Each individual strand has specified goals to achieve equitable outcomes through our equity action plan.

Goals are updated each year.



Strands:

Systems: *To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibilities.*

Teaching & Learning: *To ensure curriculum, resources, instructional approaches, use and consideration of assessments, and academic programming are aligned with equity-driven pedagogy and advance equity for all students.*

Student Voice, Climate & Culture: *To consistently seek students' feedback and experiences on organizational culture and climate.*

Professional Learning: *To provide a continuum of professional learning and growth opportunities for all staff in pursuit of educational equity.*

Family & Community as Agency: *To partner with families and the community for authentic opportunities to serve the students, the school, and the district.*

**This is a working document that will be updated yearly to reflect the accomplishments of objectives and tasks each year*

Equity Action Plan 2024 - 2025

Systems Strand	Objective	Measure Indicator	Alignment
	<ul style="list-style-type: none"> ➤ Enhance staff participation and facilitate SEL & Equity Engagement ➤ Promote stress management initiatives ➤ Foster staff camaraderie and interdepartmental collaboration through communication and outreach ➤ Identify equity and inclusion-related questions in interview processes ➤ Implement an HR newsletter to introduce new incoming staff & veteran staff to the school 	<ul style="list-style-type: none"> ➤ At least 1 new SEL & Equity activity is launched within the first semester. ➤ Staff self-report lower stress levels on bi-annual wellness surveys ➤ Collaborations between departments increase & staff indicate improved communication ➤ Updated interview processes are implemented within the year ➤ Findings from interviews are compiled into a report and shared with stakeholders 	Board Policy: Section 6.15 (School Accountability). Section 5.10 (Equal Opportunity and Minority Recruitment). Section 7.10 (Equal Educational Opportunities).
Systems Tasks			
	<ol style="list-style-type: none"> 1.1 Pull data from the August institute survey to find common themes and SEL topics for lunch & learn workshops 1.2 Host interdepartmental lunch-and-learn sessions to discuss SEL and Equity topics. 1.3 Host a wellness week in conjunction with the HR department to help promote stress management through EAP services 1.4 During the wellness week consider 3 consecutive days of helping to foster camaraderie through interdepartmental gatherings 1.5 Review the current interview processes to assess equity and inclusion gaps. 1.6 Work with current staff to do implementation with HR department 		
Teaching and Learning Strand	Objective	Measure Indicator	Alignment
	<ul style="list-style-type: none"> ➤ Develop a survey and analyze data for equity champions across departments ➤ Coordinate workshops for college applications & scholarships ➤ Collaborate with the Counseling department for targeted student group field trips ➤ Work with departments to identify what resources are needed to improve equity & 	<ul style="list-style-type: none"> ➤ At least 5 candidates are interviewed for the T&L strand from various departments. ➤ Student feedback indicates improvement in confidence regarding college applications & scholarships ➤ At least 2 targeted field trips are organized each school year 	District Equity Statement, School Board Policy 6:60.16, 6:60.20, 6:60.21, 6:60.23, 6:60.24, 7:10

	inclusion in the classroom	➤ The online resource hub is published within the first semester.	
Teaching & Learning Tasks			
<p>2.1 Develop a survey to collect feedback on the work of equity champions, their impact, and areas for growth.</p> <p>2.2 Develop a calendar of college application and scholarship workshops throughout the school year.</p> <p>2.3 Conduct follow-up meetings with students to gauge the impact of the field trips on their future plans.</p> <p>2.4 Develop an online resource hub with templates, guides, and FAQs for equity and inclusion in the curriculum and for classroom practices</p>			
Student Voice, Climate & Culture	Objective	Measure Indicator	Alignment
	<ul style="list-style-type: none"> ➤ Build and manage a social media presence ➤ Create inclusive cultural heritage projects ➤ Assist students in developing event coordination skills to enhance equity events ➤ Work with AMP classes to implement equity/inclusion lesson 	<ul style="list-style-type: none"> ➤ Consistent posting schedule is maintained ➤ At least 3 major cultural heritage projects are completed during the academic year. ➤ At least 3 successful equity-focused events are coordinated by students during the academic year 	District Equity Policy BOE, Section 7 - STUDENTS
	SVCC Tasks		
<p>3.1 Create an account and establish a following, aesthetic, and content consistency</p> <p>3.2 Produce in-school assemblies that promote Cultural Awareness (Hispanic Heritage Month, Black History Month, etc.)</p> <p>3.3 Students have an agency in the production of equity events. Leadership roles are given.</p>			
Professional Learning	Objective	Measure Indicator	Alignment
	<ul style="list-style-type: none"> ➤ Organize professional development for support staff ➤ Develop an online resource hub for all stakeholders ➤ Plan and conduct PD sessions for staff and faculty aligned with equity 	<ul style="list-style-type: none"> ➤ 100% of support staff complete the initial survey or interview regarding PD needs. ➤ Monthly updates to resources are made, ensuring the hub remains current and relevant. ➤ At least 2 PD sessions are conducted each academic year, with a focus on equity and inclusivity. 	District Equity Statement

Professional Learning Tasks			
<p>4.1 Work with the website designer to create an inclusive, easy-to-navigate online resource hub for staff, students, parents, and community members.</p> <p>4.2 Develop engaging workshops that provide practical skills and tools relevant to their roles.</p> <p>4.3 Collaborate with equity experts to design PD sessions that address key issues like inclusive teaching practices, de-escalation, restorative justice etc.</p> <p>4.4 Meet with deans to review support staff roles and discuss current challenges and professional development opportunities.</p>			
Family & Community as Agency	Objective	Measure Indicator	Alignment
	<ul style="list-style-type: none"> ➤ Invite community members to be part of planning and events ➤ Revitalize and promote cultural expression not limited to cultural months ➤ Create a deeper connection to the community 	<ul style="list-style-type: none"> ➤ Community partners are acknowledged and highlighted in at least 2 school newsletters or social media posts per event. ➤ Student cultural clubs participate outside of designated heritage months ➤ Participation of new partnerships is established with local community organizations or businesses. 	School Board Policy 8:10 Community Relations Goals
	FCA Tasks		
<p>5.1 Organize and facilitate career panels</p> <p>5.2 Revitalize and promote cultural events for diverse cultures and talents</p> <p>5.3 Build and strengthen community partnerships</p> <p>5.4 Plan and host afterschool events to promote engagement</p>			

Equity Action Plan 2023 - 2024			
Systems Strand	Objective	Measure Indicator	Alignment
	<ul style="list-style-type: none"> ➤ Revise district-wide processes and procedures to identify and address barriers for student identity/needs. ➤ Establish intentional efforts to recruit and retain highly qualified and historically 	<ul style="list-style-type: none"> ➤ In-person registration process, unified fee waiver system, preferred names/pronoun usage ➤ New hire introductions, 	Board Policy: Section 6.15 (School Accountability). Section 5.10 (Equal Opportunity and Minority Recruitment). Section 7.10 (Equal Educational Opportunities).

	marginalized certified staff.	interview questions, employee satisfaction	Board Policy: Section 5.10 (Equal Opportunity and Minority Recruitment)
Systems Tasks			
	1.2a. Create the opportunity for an in-person registration option (day and night) 1.2b. Explore a unified system for all fee waivers (academic, activity, and athletic) 1.2c. Identify and develop school-wide protocol for pronoun and name usage 1.3a. Introduce new hires to staff via email throughout the school year (picture, background, etc.) 1.3b. Develop a bank of equity questions to incorporate into interviews 1.3c. Explore an employee satisfaction survey		
Teaching and Learning Strand	Objective	Measure Indicator	Alignment
	<ul style="list-style-type: none"> ➤ Create a Black Men in Excellence group to target black male students who need assistance in courses and exposure to college-bound opportunities ➤ Work with college & career center to help Honors/AP group with workshop pertaining to FAFSA, college applications, etc. ➤ Collaborate with Assistant Principal of Teaching & Learning to determine a faculty survey to gauge information in current courses surrounding equitable practices in the curriculum 	<ul style="list-style-type: none"> ➤ At least 20 Black male students join the Black Men in Excellence group within the first month. ➤ 90% of students in the group participate in at least one college visit or virtual college fair. ➤ Students attend one or more FAFSA/college application workshop ➤ Test the survey with a small group of faculty members to ensure clarity and relevance of the questions. 	District Equity Statement, School Board Policy 6:60.16, 6:60.20, 6:60.21, 6:60.23, 6:60.24, 7:10
			District Equity Statement, School Board Policy 6:135, 7:10
			District Equity Statement, School Board Policy 6:60.16, 6:60.20, 6:60.21, 6:60.23, 6:60.24, 7:10
Teaching & Learning Tasks			
	2.1 Pull data from the learning management system to identify black male students 2.1b Work with black male staff to determine goals and objectives for group facilitation 2.2 Set dates for workshops to take place during lunch periods, after school, or during study hall, ensuring availability for Honors/AP students. 2.2b Schedule planning meetings with the College & Career Center staff 2.3 Create survey questions that assess how equitable practices are currently being implemented in courses (e.g., inclusive materials, culturally relevant pedagogy, support for diverse learners). 2.3b Schedule meetings with the Assistant Principal of Teaching & Learning to outline the purpose and scope of the faculty survey.		

Student Voice, Climate & Culture	Objective	Measure Indicator	Alignment
	<ul style="list-style-type: none"> ➤ Help the student equity group facilitate conversation with the school administration ➤ Help the student equity group get more understanding and perspectives from the student body 	<ul style="list-style-type: none"> ➤ Work with the dean's division chairs to discuss findings and ideas. ➤ Creating a survey to distribute to students 	District Equity Policy BOE, Section 7 - STUDENTS
	SVCC Tasks		
3.1 Students met with PE Assistant Division Chair to talk about locker room policy 3.2 Students created a distributed a survey to the student body to see how equitable the school feels 3.3 Students assisted in the production of Cultural events and assemblies 3.4 Students presented on Faculty Institute Day to tell teachers about cultural awareness in classrooms			
Professional Learning	Objective	Measure Indicator	Alignment
	<ul style="list-style-type: none"> ➤ Workshop and build strand members to form a solidified group ➤ Sending faculty to dream deferred conference 	<ul style="list-style-type: none"> ➤ Have at least 4-5 members join the strand ➤ At least 5 faculty members are selected and attend the Dream Deferred conference. 	District Equity Statement
	Professional Learning Tasks		
4.1 Reach out to faculty and staff who have shown interest in equity work or professional development related to equity initiatives. 4.2 Work together to develop an action plan that includes goals, timelines, and responsibilities for addressing equity within the school.			
Family & Community as Agency	Objective	Measure Indicator	Alignment
	<ul style="list-style-type: none"> ➤ 5.1 Invite community members to be part of planning and events ➤ 5.2 Create a deeper connection to the community 	<ul style="list-style-type: none"> ➤ Organize and facilitate career panels ➤ Build and strengthen community partnerships ➤ Plan and host afterschool events to promote engagement 	School Board Policy 8:10 Community Relations Goals
	FCA Tasks		
5.1a Met with community members to compile a list of professionals for the Black History Career Panel 5.2a The FCA helped produce the Night of Joy Concert Event 5.2b Assisted in facilitation during Laptop Pick-up Day			

Equity Action Plan 2022 - 2023

Equity Action Plan 2022 - 2023			
Systems Strand	Objective	Measure Indicator	Alignment
	➤ 1.1 Communicate the established district equity statement to all stakeholders.	➤ BOE approval, physical product/addition to district communication (handbook, website, etc.)	Board Policy: Section 6.15 (School Accountability). Section 5.10 (Equal Opportunity and Minority Recruitment). Section 7.10 (Equal Educational Opportunities).
	➤ 1.2 Revise district-wide processes and procedures to identify and address barriers for student identity/needs.	➤ In-person registration process, unified fee waiver system, preferred names/pronoun usage	Board Policy: Section 6.15 (School Accountability). Section 5.10 (Equal Opportunity and Minority Recruitment). Section 7.10 (Equal Educational Opportunities).
	➤ 1.3 Establish intentional efforts to recruit and retain highly qualified and historically marginalized certified staff.	➤ New hire introductions, interview questions, employee satisfaction	Board Policy: Section 5.10 (Equal Opportunity and Minority Recruitment)
Systems Tasks			
1.1a. Adopt and implement district equity definition 1.1b. Release equity definition via social media and website 1.1c. Share common language for in-house PD in staff meetings and BOE Meetings 1.1d. Create and display posters and signage around the school 1.1e. Develop guiding FAQ responses to address equity inquiries 1.1f. Develop and share a glossary of equity-related terms 1.2a. Create the opportunity for an in-person registration option (day and night) 1.2b. Explore a unified system for all fee waivers (academic, activity, and athletic) 1.2c. Identify and develop school-wide protocol for pronoun and name usage 1.3a. Introduce new hires to staff via email throughout the school year (picture, background, etc.) 1.3b. Develop a bank of equity questions to incorporate into interviews 1.3c. Explore an employee satisfaction survey			
Teaching and Learning Strand	Objective	Measure Indicator	Alignment
	➤ Explore culturally responsive curriculum and practices across all content areas and grade levels.	➤ Increase access to Honors/AP classes for Black/African American students; short-term checkpoints include student focus	District Equity Statement, School Board Policy 6:60.16, 6:60.20, 6:60.21, 6:60.23, 6:60.24, 7:10

		groups, teacher and counselor interviews, and creation of supports	
	➤ Investigate ways to expand equitable access to honors and advanced placement courses for Black/African American students.	➤ Increase access to Honors/AP classes for Black/African American students; short-term checkpoints include student focus groups, teacher and counselor interviews, and creation of supports	District Equity Statement, School Board Policy 6:135, 7:10
Teaching & Learning Tasks			
<p>2.1a. Create a survey to be taken during PLC meetings to explore the existence and extent of culturally responsive curriculum within each content area and grade level.</p> <p>2.1b. Identify strengths and areas of need based on survey results.</p> <p>2.1c. Research culturally responsive curriculum resources to be used at Argo based on findings.</p> <p>2.1d. Present findings and list of resources to faculty.</p> <p>2.1e. Research culturally responsive practices that fit Argo's population.</p> <p>2.1f. Utilize existing focus groups to identify current or potential practices that could work for Argo</p> <p>2.1g. The equity coordinator meets with division chairs to plan the rollout of the staff survey.</p> <p>2.2a Create and maintain a focus group of Black students who are currently in at least one honors/AP course to encourage them to continue to take these courses and identify barriers for other Black students</p> <p>2.2b. Identify supports needed for Black students in Honors/AP classes</p> <p>2.2c. identify gatekeeping practices at Argo and feeder schools that prevent Black students from taking Honors/AP classes</p>			
Student Voice, Climate & Culture	Objective	Measure Indicator	Alignment
	➤ Establish a student equity leadership team for the purpose of leveraging inclusive representation in the school community.	➤ 3.1M.a -Request student feedback to assess the inclusivity of the school culture.	District Equity Policy BOE, Section 7 - STUDENTS
	SVCC Tasks		
<p>3.1a. Identify students and create a group</p> <p>3.1b SVCC team STRAND LEADER meets with Equity Coordinator and PRINCIPAL to brainstorm purpose and structure for student equity leadership team</p> <p>3.1c. With students, develop purpose of student equity committee including timelines for meetings (ideally monthly) and determine Community Agreements for group</p>			

	<p>3.1d. Advocate to ensure that all affinity groups are registered clubs with paid stipends for sponsors and promote the creation of additional affinity clubs. SVCC members discuss the process of creating stipend positions for all affinity group sponsors.</p> <p>3.1e. Students from the committee and administrative team meet to develop surveys (one for teachers and one for students) regarding professional development needs related to equity to establish future professional development focus.</p> <p>3.1f Survey is administered to students and staff</p> <p>3.1g. Student and administrative teams meet to review data and determine the focus for staff professional development.</p> <p>3.1h. Student Equity Team collaborates with PD team to plan staff professional development.</p> <p>3.1i. Students from the committee to lead professional learning to staff.</p> <p>3.1j. Students from the committee meet monthly with the administrative team to discuss decisions and policies related to equity and school climate</p> <p>3.1k. Student Equity Committee and administration meet for the end-of-year reflection and assessment of equity-related work. Team determines future steps for the following year.</p>		
Professional Learning	Objective	Measure Indicator	Alignment
	<ul style="list-style-type: none"> ➤ 4.1 Provide equity-related PD for all staff. 	<ul style="list-style-type: none"> ➤ Log the number of professional development opportunities offered and keep track of staff evaluations to determine effectiveness - evaluations should not be immediately collected upon completion but after members have time to try some of the new tools, procedures, or cultural sensitivities. The Equity Coordinator will participate in New Teacher Academy to help inform new staff of equity initiatives; post surveys will be provided to gather information on improving the onboarding process 	District Equity Statement
	<ul style="list-style-type: none"> ➤ 4.2 Create staff affinity groups to drive professional development topics of equity, diversity, and inclusion. 	<ul style="list-style-type: none"> ➤ Log the number of professional development opportunities offered and keep track of staff evaluations to determine effectiveness - evaluations should not be immediately collected upon completion but after members have time to try some of the new tools, procedures, or cultural sensitivities. 	District Equity Statement

		Equity Coordinator will participate in New Teacher Academy to help inform new staff of equity initiatives; post surveys will be provided in order to gather information on improving the onboarding process	
Professional Learning Tasks			
<p>4.1 a. Identify dates of New Teacher Academy</p> <p>4.1 b. Develop presentation/activity for New Teacher Academy</p> <p>4.1 c. Create post-survey in order to identify potential improvements for the NTA onboarding process</p> <p>4.1 d. Meet with NTA once a month; Collect and analyze post-academy survey to identify opportunities to improve the onboarding process at the New Teacher Academy meet</p> <p>4.1 e Continue Equity PD series with Dr. Dubiel (August and January)</p> <p>4.1 f. Identify professional development topics for the 2023-24 school year</p> <p>4.2 a Develop a common language/descriptor of three levels of affinity groups for teacher selection.</p> <p>4.2 b Identify affinity groups through teacher self-selection.</p> <p>4.2 c. Identify specific individuals to recruit for participation in groups - send invitations but make sure it's voluntary</p> <p>4.2d. Identify affinity group leaders</p> <p>4.2 e. Create a calendar with the frequency of various group meetings</p> <p>4.2 f. Determine specific PD goals for each affinity group based on feedback from the groups</p>			
Family & Community as Agency	Objective	Measure Indicator	Alignment
	➤ 5.1 Develop and expand the community equity advisory committee.	➤ The equity advisory committee meets. Increase membership with 3-4 new members and identify new initiatives for the council to tackle.	School Board Policy 8:10 Community Relations Goals
	➤ 5.2 Enhance the district's communication with families in multiple languages	➤ Parents receive additional information/documents in their native language	School Board Policy 8:10 Community Relations Goals
	➤ Arrange a myriad of learning opportunities and platforms for families/guardians/community members to learn about school and community resources in multiple languages (Can't begin until 5.1 is finished)		

FCA Tasks	
	<p>5.1a FCA Group meets to discuss 3-5 identified participants for Core Group</p> <p>5.1b. Develop communication that will be sent out to core group of families (Not Alumni)</p> <p>5.1c. Meet 3 times throughout the semester with Core Group of Community Members and develop community agreement and purpose of group</p> <p>5.1d. Meeting follow up and establish next steps for the following school year</p> <p>5.2a Reach out to AI (or other point person) to renew subscription to accutrans</p> <p>5.2B Documents and instructions for accutrans are placed in Sharepoint for all staff to be able to access it</p> <p>5.2C. Retrain staff on systems for translating emails/phone calls such as Accutrans and Bright arrow</p> <p>5.2D Compile a list of district-wide communication from the board and admin and decide what is essential for translation</p> <p>5.2E Send essential documents to Pam/Anna in advanced to be translated</p> <p>5.2F Translated district documents placed in sharepoint</p> <p>5.2G. Guidance, Deans and ESS Department will compile a list of essential documents that need to be translated such as IEPS, 504s, and Behavior Contracts**</p> <p>5.2H. Guidance, Deans and ESS Department send essential documents to Pam/Anna in advanced to be translated</p> <p>5.2I Compile list of division wide communication that need translating</p> <p>5.2J Send essential documents to Pam/Anna in advanced to be translated</p> <p>5.2K Translated Documents placed in SharePoint and communicated to Division Chairs</p> <p>5.2L Collection of updated Academic Resource Information and Meeting times</p> <p>5.2M Translate the description of academic resources in multiple languages and send to Pam/Anna</p> <p>5.2N Communicated with faculty/staff the location of translated academic resources in multiple languages</p>