

Equity as the Center of the Work

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Inclusion

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Innovation

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Teacher Leader of Educational
Pathways





Outcomes

- Share an overview of the equity work to date
- Share next steps

Work to Date

You Matter Pins



Affinity Groups
(Staff and Students)

Student Mentoring
Programs

Acting on Equity
Audit
Recommendations

Professional
Learning
Opportunities

Two Summer Equity
Symposiums

African American
Studies Course
feedback

Culturally
Responsive
Curriculum Review
(pilot)

Equity Journey
Continuum

HBCU College Panel &
HBCU Summer Tour
(Pending BoE
Approval)

Thought Exchanges

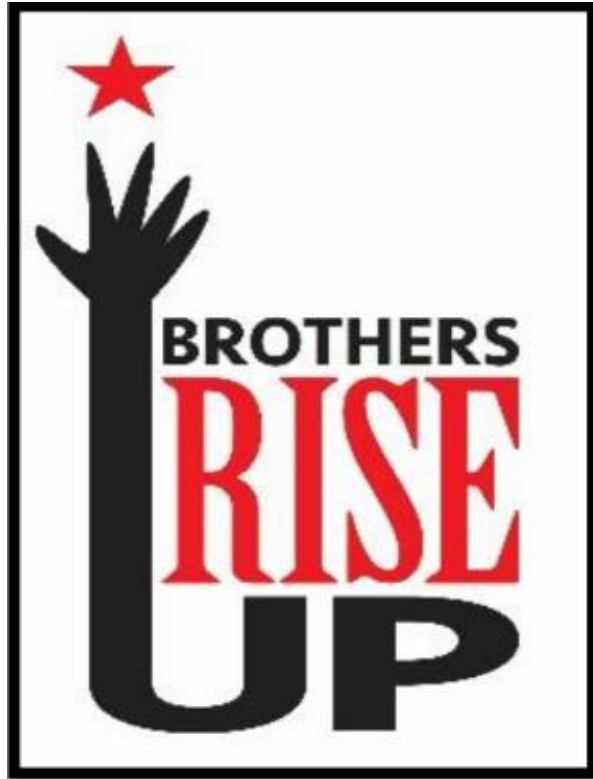
Affinity Groups

- African American
- Asian American
- Hispanic/Latino/a/x
- **Individuals with Disabilities**
- LGBTQ+
- **Middle Eastern and North African**
- White Allyship





Student Leadership



*259 young men
Grades 3 through 12*



*Over 100 young ladies
Grades 3 through 12*

Recommendation 3: Curriculum and Assessment Design and Delivery



Expand curriculum to more clearly define student learning goals and on-level performance. Include more comprehensive and specific suggestions for activities, resources, and approaches that meet diverse learner needs and to ensure greater equity in learning scenarios. Revise and expand current assessment tools to more deeply align with state tests and to provide teachers with frequent and specific feedback on students' progress in mastering the curriculum.

Recommendation 4: Building an Inclusive, Bias-free Culture and Climate

Improve Access to Resources and Support Services and Continue to Build an Inclusive, Bias-Free Culture and Climate in all District Schools. Monitor data in all district schools on student access and achievement, including discipline, retention, and dropout data. Regularly collect feedback from students, staff, and parents regarding climate and equity and inclusion issues. Improve outreach to parents, families, and caregivers and develop proactive relationships in the community. Continue with current plans to expand early childhood to allow all incoming students access over the next five years.





Equity Informational Session

Over 600 Paraprofessionals & Home School Liaisons

BoE Equity Update 3.20.23

Define culture and cultural competence.

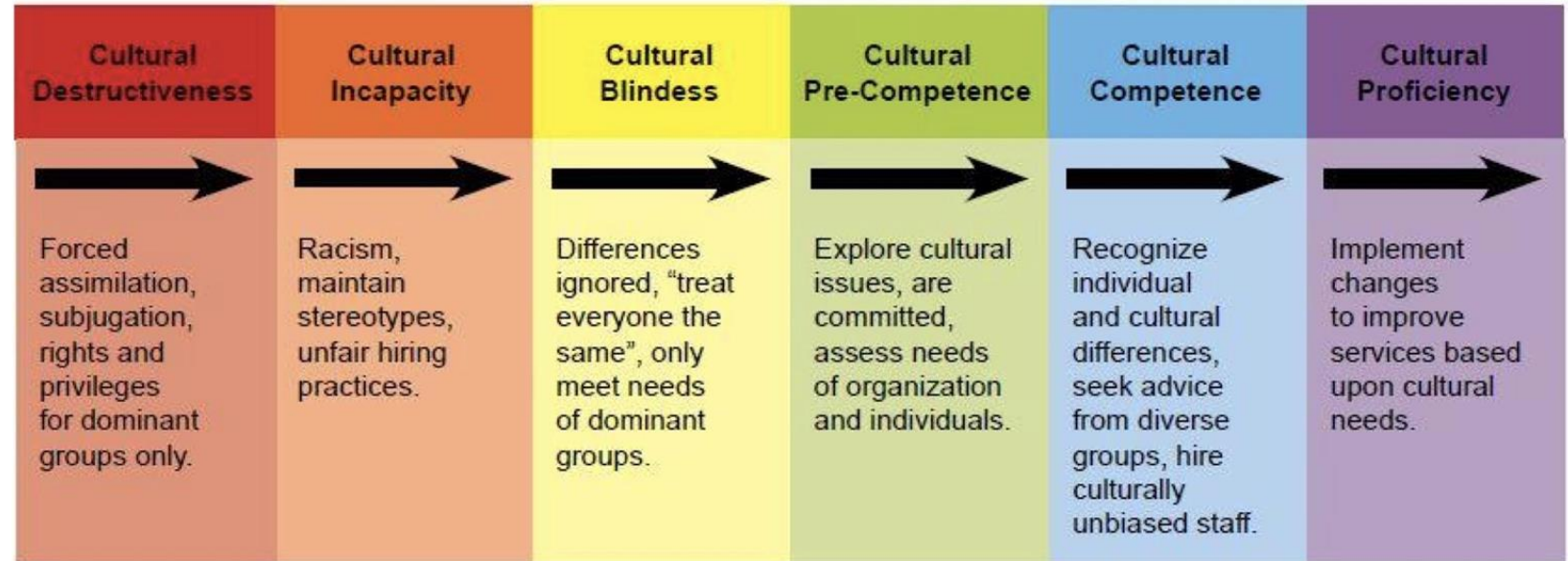
Describe why cultural competence and cultural humility are important for creating equitable and inclusive school environments.

Examine how deep-rooted biases and microaggressions hinder good intentions.

Through self-reflection, identify ways to increase your self-competence.



Continuum of Cultural Competency





The 3 Sections of the Scorecard

The 3 Sections of the Scorecard

SOCIAL JUSTICE

Looks at curriculum using a deeper and more critical lens around identity, privilege, power, and contribution.

Decolonization/Power & Privilege

Centering Multiple Perspectives

Connecting Learning to Real Life & Action

Statements

Decolonization/Power and Privilege

14. Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully.

15. The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities and sexual orientations through their strengths, talents and knowledge rather than their perceived flaws or deficiencies.

16. The curriculum does not communicate negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults, slights or snubs.

17. Curriculum and instructional activities promote or provoke critical questions about the societal status quo. They present alternative points of view as equally worth considering.

REPRESENTATION

Looks at who is represented in curriculum using observable/surface level signifiers.

Representation

Diversity of Characters Tally

	Girl/Woman	Boy/Man	Non Binary	Total
Middle Eastern				
Asian/ Pacific Islander				
Black/ African				
Latinx				
Native American				
White				
Racially Ambiguous				
Multiracial				
Differently Abled				
Animals				

Statements

TEACHERS' MATERIALS

Examines how teachers are instructed to use the curriculum, such as prompts, assignments, etc.

Statements

22. The authors of the teachers' materials are people of diverse identities (race/ethnicity, gender, other identities if possible).

23. Guidance is provided on being aware of one's biases and the gaps between one's own culture and students' cultures.

24. Diverse student identities are seen as assets and strengths that can advance individual and group learning, rather than seen as challenges or difficulties to be overcome.

25. Guidance is provided on making real-life connections between academic content and the local neighborhood, culture, environment and resources.

26. Guidance is provided on giving students opportunities to contribute their prior knowledge and experience with a topic, not just respond to the text and information presented in class.

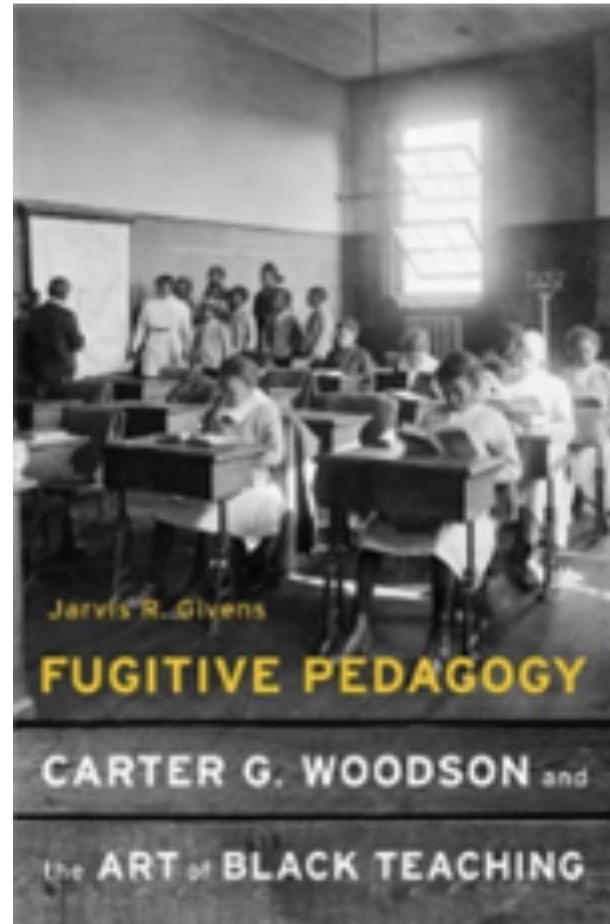


The Equity Journey Continuum is an informational tool for districts to track their progress toward closing gaps in student achievement, opportunities, and supports. Through the lens of equity, the tool analyzes a continuum of district-level data points already collected and reported to ISBE to make that data more useful for improving outcomes for all students.

			STEP 1: Large gaps	STEP 2: Moderate gaps	STEP 3: Small gaps		N/A Reason noted below
			STEP 4: Minimal gaps				
STUDENT LEARNING	➔	Equity Elements	Data Elements	1.87			
LEARNING CONDITIONS	➔	Equity Elements	Data Elements		2.88		
ELEVATING EDUCATORS	➔	Equity Elements	Data Elements			3.70	

Book Study

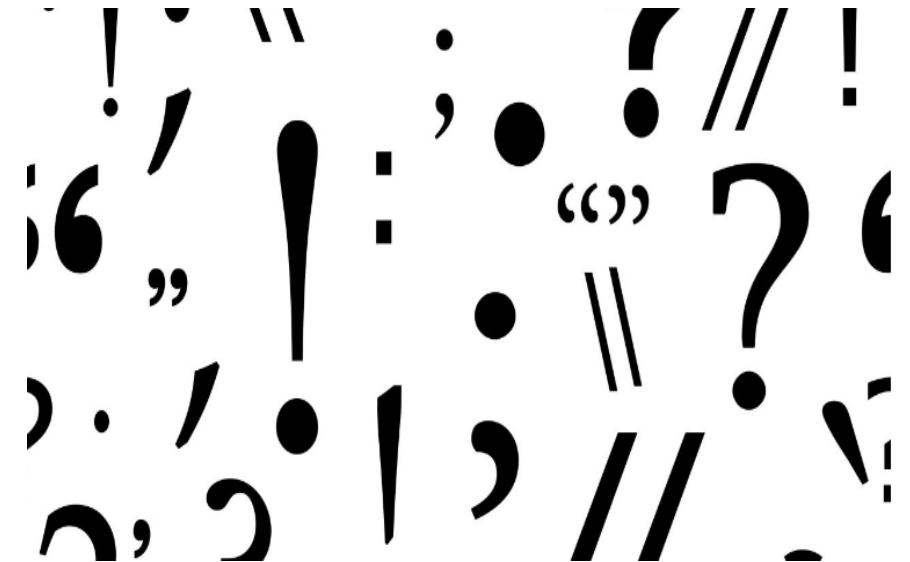
This year, we will engage in a book study as a family - ***One Community, One Book***. We are going to spend a portion of each meeting conversing about the book, *Fugitive Pedagogy*. Please click on the link [here](#) to read more about this awesome book by Dr. Jarvis Givens.





Staff and Family Interactions

- Respond to questions and concerns
- Facilitate family and school discussions
- Strengthen relationships





What was the most memorable experience about participating on the HBCU tour during the summer of 2022? What would you improve? Memorable: Improve?

Here is an overview of the results, Teresa Lance
As you explore the results, filter the page to review the perspectives of smaller groups.

⚙️ Filters

Engagement

Review your current engagement statistics to understand how engaged participants are on this topic.

 Participants
35
Last activity: 17 days ago

 Thoughts
38
1.1 thoughts / participant

 Ratings
585
16.7 ratings / participant

 Ratings ratio ⓘ
15
Ratings / thought


 Alignment ⓘ
Medium

Export

Summary

Summaries are automatically generated snapshots of what participants said in the Exchange. They update daily in Exchanges with active participation.

Edit



The most memorable experience was getting to meet new people and connecting with each other. The most memorable part was walking around the campuses with the different groups of kids. If I could improve something I would say invite seniors.

Export

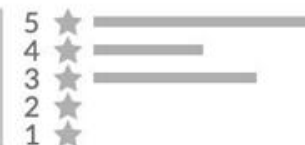
This is our first year of implementing an African American Studies Course. Please tell us what we got right and what we need to improve.



It's nice learning about black history because you learn a lot of the people of the pass in how they influence other people now days

Comment Action

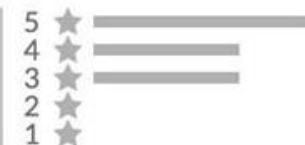
3.7 (9)
Ranked #1 of 11



I think it was a good initiative in adding this class since black history has not usually been discussed much in your typical history class. it is important because it keeps us aware of the history of one of the largest minority groups in the united states.

Comment Action

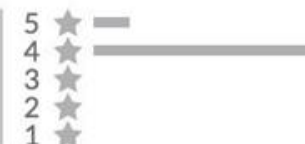
3.7 (7)
Ranked #2 of 11



It's just as I expected. All the black history and what has happened is all in this class. It's really cool learning about this history stuff. it's important because it shows you how bad back then was with the white race hating on the African Americans and now it shows how far we've come.

Comment Action

3.7 (7)
Ranked #3 of 11





What is your greatest takeaway from our #U46EquityMatters Symposium, and how will you use it moving forward?

Find your joy and bring it into your teaching. I shared this with my students the 1st day. I asked them to find their joy, bring it into their artwork. I got a few smiles and started to share.

 Comment  Action



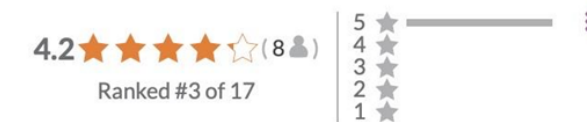
I really appreciated that it was pushed and encouraged, but yet still up to the individual's readiness to learn (choice). This allowed for more engaged participants in the sessions and discussions overall.

 Comment  Action



Importance of empathy and connecting with students as they are.

 Comment  Action



The attended presentations were all exceptional. The voices, thoughts, and/or reviews from colleagues behind the Zoom should also be discussed. There are still individuals within U-46 that are still either on the fence or still not have not recognized the "why" of the the symposium.





Current Pillars

- Student **Success**
- Effective and Engaged Staff
- **Culture, Climate, and** Community Engagement
- Excellence, Efficiency, and Accountability

Pillar 1

Student Success

Timothy Ayalin
Celia Banks
Brian Brennan
Paul Flatley
Catherine Fletcher
Roxann Hunsaker
Erin Jackle
Sean Jensen
Jaclyn Jones
Rise' Jones
Marty Renteria
Anissa Upshaw

1B

Mitchell Briesemeister
Michele Chapman
Olga Olivia Bucio
Terry Stroh
Virgen Lopez Vargas
Brian Tennison
Charlotte Coleman
Suzanne Johnson
Dianne Kraus
Georgie Towa
Kyla Wegman
Serna Armas
Maxine McKinney
Lisa Baran Janco

Pillar 2

Effective & Engaged Staff

Annette Acevedo
Andre Allen
Elsbeth Alvarado
Krystal Bush
Melvin Caldwell
Brandon Gonzalez
Gloria Helin
Edwin Irizarry
Tracy King
Lela Majstorovic
Holly McNeill
Mireya Perez
Joel Pollack
Sarah Said
Rajan Sharma
Jeron Shelton
Karen Vargas
Noe Velazquez
Teresa Winters

Pillar 3

Culture, Climate, and Community

Carmen Arocho Rivera
Jim Cook
Jamie Crosen
Churchill Daniels
Rachel Frasch
Olivia Hollingsworth
Michael Huizar
LaShaunda Jordan
Geynell Lawrence-Tabb
Brian Lindholm
Cesar Mendez
Lorena Mendoza
Yesenia Rivera
Lea Russelle
Melissa Siemion
Michelle Siy
Zehra Tahir
Saul Vazquez
Samia Mufti

3B

Patricia Briones
Ryan Corcoran
Leonard Schwartz
Tena Raglin
Karla Jimenez
Josh Carpenter
Nancy Coleman
Leatrice Satterwhite
Brenda Escobedo
Angelica Ernst

Pillar 4

Excellence, Efficiency & Accountability

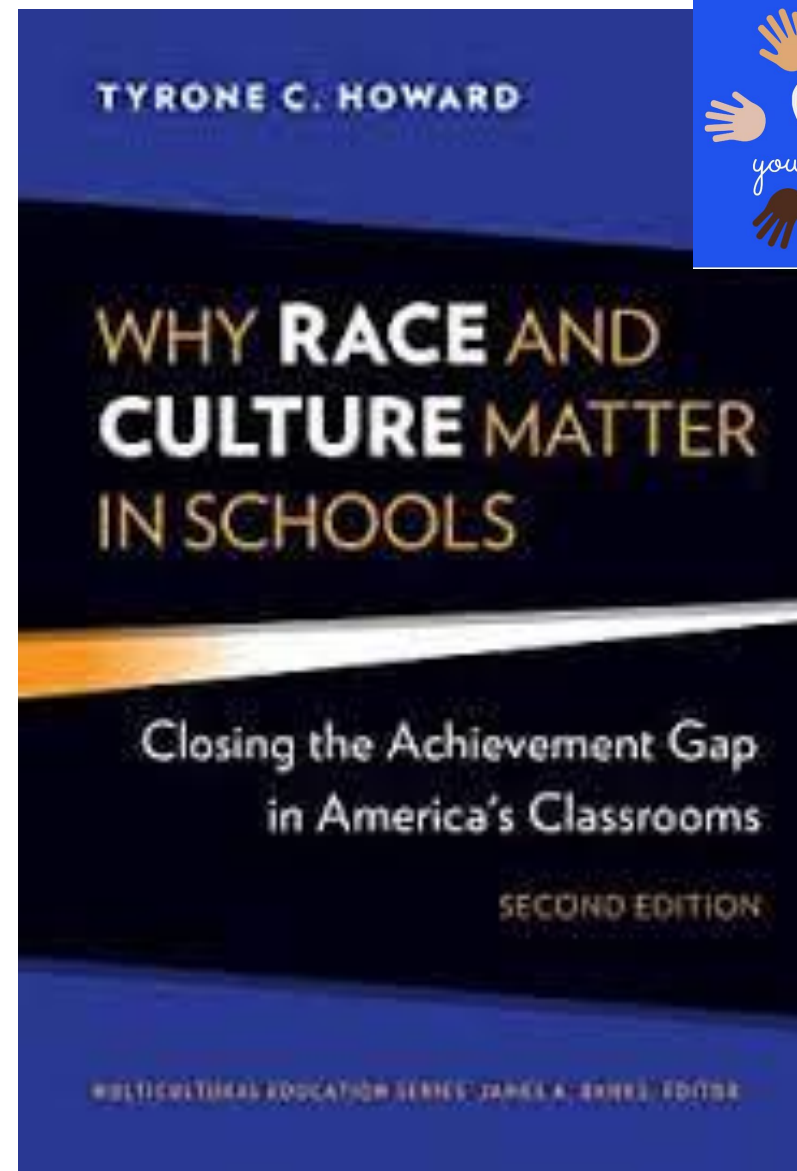
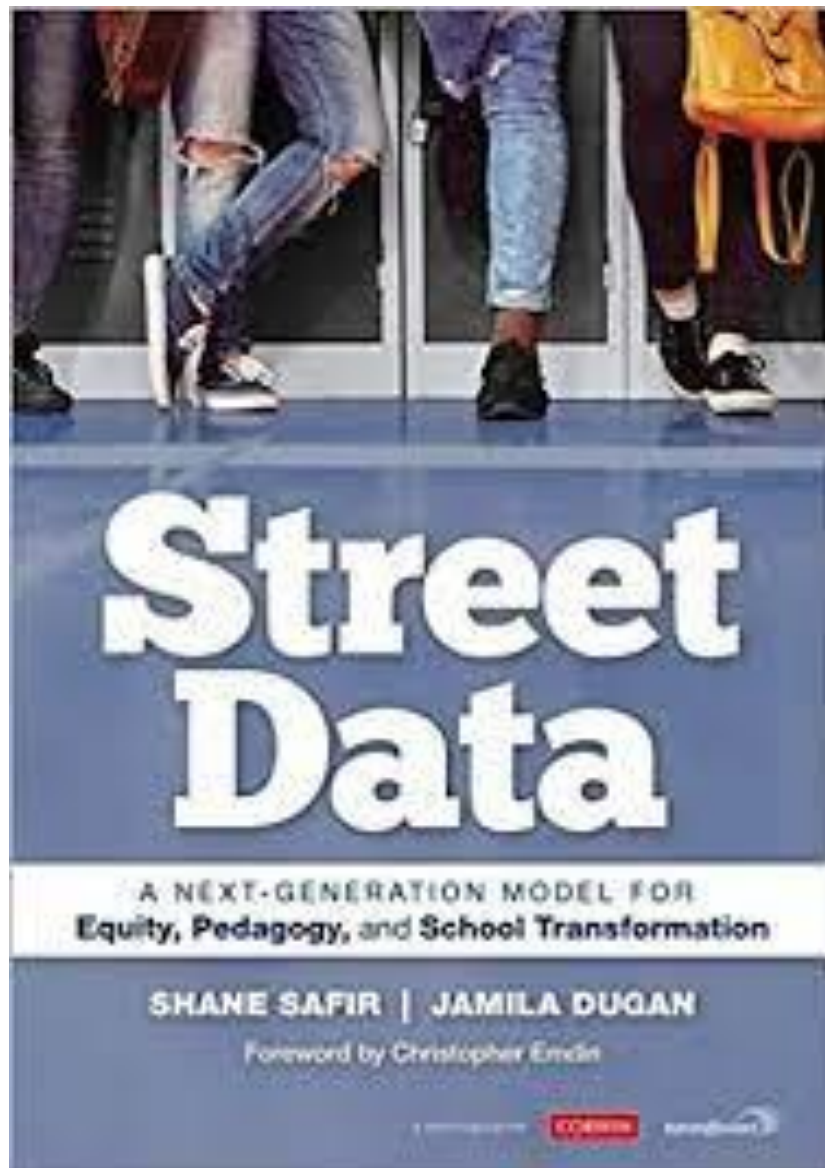
Fred Aguirre
Jaime Cadengo
Tushebra Crump
Melissa Damewood
Lisa Holbrook
Jacquelyn Johnson
Amanda Miranda-Flores
Marcy Murphy
Milena Nedeljkovic
Griselda Pirtle
Doreen Roberts
Gina Romanelli
Tracy Stewart
Darlynn Terry
Patricia Waldau
Tanya Wilson
Ann Williams

Equity Plan 2.0



Student Success

<input type="checkbox"/>	task		Status	Date	Date	Resources	Implementation Benchmarks	Files
<input type="checkbox"/>	Elementary Math: 1c Emp...		Not Started		-			
<input type="checkbox"/>	Secondary Goal: 1b				-			
<input type="checkbox"/>	> MSI Secondary Dual Cr... 6		In Progress	Nov 7, 2022	-			
<input type="checkbox"/>	> MSI Secondary AP: 1b... 7		In Progress	Nov 7, 2022	-			
<input type="checkbox"/>	MSI Secondary CTE: 1b.c I...		Not Started	Nov 7, 2022	-			
<input type="checkbox"/>	MSI Secondary ELA: 1b.d		Not Started	Jan 9	-			
<input type="checkbox"/>	MSI Secondary Math: 1b. e		Not Started	Jan 9	-			
<input type="checkbox"/>	+ Add task							



Qualitative Data



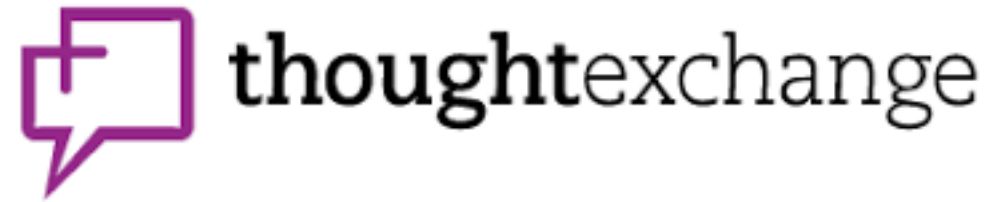
Focus Groups

Five Student Focus Groups

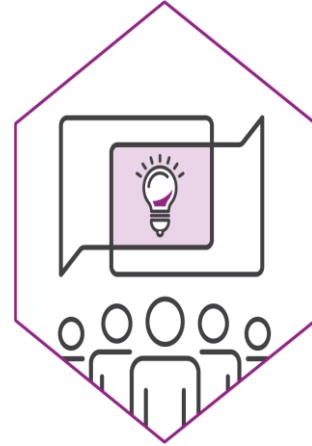


Thought Exchanges

70 Thought Exchanges



23
EXCHANGES



1,382
PARTICIPANTS



1,136
THOUGHTS SHARED



13,894
STARS ASSIGNED

May 2022 - Present





What actions should we take in order to create a sense of belonging in U-46 for students?

Here is an overview of the results, Teresa Lance
As you explore the results, filter the page to review the perspectives of smaller groups.

 Filters


Engagement

Review your current engagement statistics to understand how engaged participants are on this topic.

 Participants

375

Last activity: 11 days ago

 Thoughts



289

0.8 thoughts / participant

 Ratings

5,292

14.1 ratings / participant

 Ratings ratio 

18


Ratings / thought



What should we consider as we create an African American studies course?

Here is an overview of the results, Teresa Lance

As you explore the results, filter the page to review the perspectives of smaller groups.

 Filters


Engagement

Review your current engagement statistics to understand how engaged participants are on this topic.

 Participants

1,321

Last activity: 30+ days ago

 Thoughts



796

0.6 thoughts / participant

 Ratings

10,557

8.0 ratings / participant

 Ratings ratio 

13

Ratings / thought

U-46 Equity Matters Newsletter

EQUITY RELATED INFO. & RESOURCES TO USE AND SHARE 2.8.23

- Analytics overview
- Email deliveries
- Locations
- Interactions
- Traffic sources
- RSVPs
- Contact Requests

Total visitors
5,466
+11 this week

Jan 19, 2023 - Feb 25, 2023

Sources

Google	1
Smore	2
Instagram	3
Website	10
Twitter	26
Direct	217
Email	5,207

Interactions

Buttons	8
Videos	0
Attachments	0
Links	236

Devices

Mobile 86%	Desktop 14%
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Canada	4
Australia	2
Finland	2
Brazil	1
Japan	1
United Kingdom	1



**NORTH CAROLINA
AGRICULTURAL AND TECHNICAL
STATE UNIVERSITY**



Next Steps

Finalize Equity Plan 2.0, including action steps (May 2023).

Continue working through the Equity Audit recommendations.



Thank You!

