



Board Presentation of Equity Plan 2.0

December 18, 2023

Agenda

- Leadership and Members
- Pillars of our U-46 Strategic Plan
- Student Voice
- Timeline of the Work
- The Ladder Climb
- Pushing our Thinking
- The Plan's Inception
- The Audit
- Theory of Action
- Equity Plan 2.0
- Next Steps





STRATEGIC PLAN

AUG 2022 Revised



Student Success

It is our responsibility to ensure all students are engaged in rigorous learning, receive quality core instruction, and can develop the skills they need for better life chances and opportunities. By helping students develop self and peer agency, they will develop a growth mindset as they learn to expand their perspectives.

Effective & Engaged Staff

We will value, develop, recruit, and retain a forward-thinking, highly qualified, and diverse workforce. We will establish a robust process for measuring employee engagement to identify and proactively address employee engagement issues.

Culture, Climate & Community

We will engage in meaningful and effective relationships with our students, families and the greater community and will ensure that our schools are welcoming and inviting places for all of our U-46 students and families. We will become a choice district that inspires families to join us.

Excellence, Efficiency & Accountability

We will advocate for and utilize systems and resources that promote fiscal equity, operational excellence, efficiency and accountability. It is our moral imperative to change until all our systems measurably work for all students.

Equity Committee Ambassadors

STUDENT SUCCESS (ELEMENTARY)

Celia Banks
Katie Cox
Angelica Ernst
Paul Flatley
Roxann Hunsaker
Rise Jones
Crystal Kempf
Geynell
Lawrence-Tabb
Lela Majstorovic
Chloe Ohm
Marty Renteria
Anna Roberts
Monica Ruzicka-Stout
Jeron Shelton
Mary Sturgill
Anissa Upshaw
Tanya Wilson
Teresa Winters

STUDENT SUCCESS (SECONDARY)

Fred Aguirre
Meagan Balzer
Lisa Baran Janco
Mitchell Briesemeister
Olga Bucio
Michele Chapman
Paola Gomez
Jackie Gordon
Joel Martinez
Beth McKinney
Kristina Moore
Xenia Salas
Nadia Silva
Terry Stroh
Brian Tennison
Georgie Towa
Francisco Valdez

EFFECTIVE & ENGAGED STAFF

Annette Acevedo
Serena Armas
Navi Gonzalez
Gloria Helin
Olivia Hollingsworth
Michael Huizar
Jaclyn Jones
Danita Lewis
Nikki Mavropoulos
Mireya Perez
Joel Pollack
Sarah Said
Rajan Sharma
Imani Sykes
Janie Tamoro
Darlynn Terry

CULTURE & CLIMATE

Muzna Ali
Elspeth Alvarado
David Bell
Asima Bhatt
Patty Bonilla
Elleanna Boulahanis
Kyle Bunker
Johnny Chacon
Kendra Dicker-Krase
Sheri Fato
Cindy Feliciano
Evelyn Gachuz
Rey Gonzalez
Maisha Jameel
Brian Lindholm
Mary Mangione
Miracle Martin
Elizabeth Nystedt
Shawn O'Donnell
Kin Okey
Lori Ann Pena-Petty
Mariel Quintero
Jennifer Reyes
Ajanetta Sanders
Nabiya Sheikh
Michelle Siy
Kyla Smith
Zehra Tahir
Allison Yung

COMMUNITY ENGAGEMENT

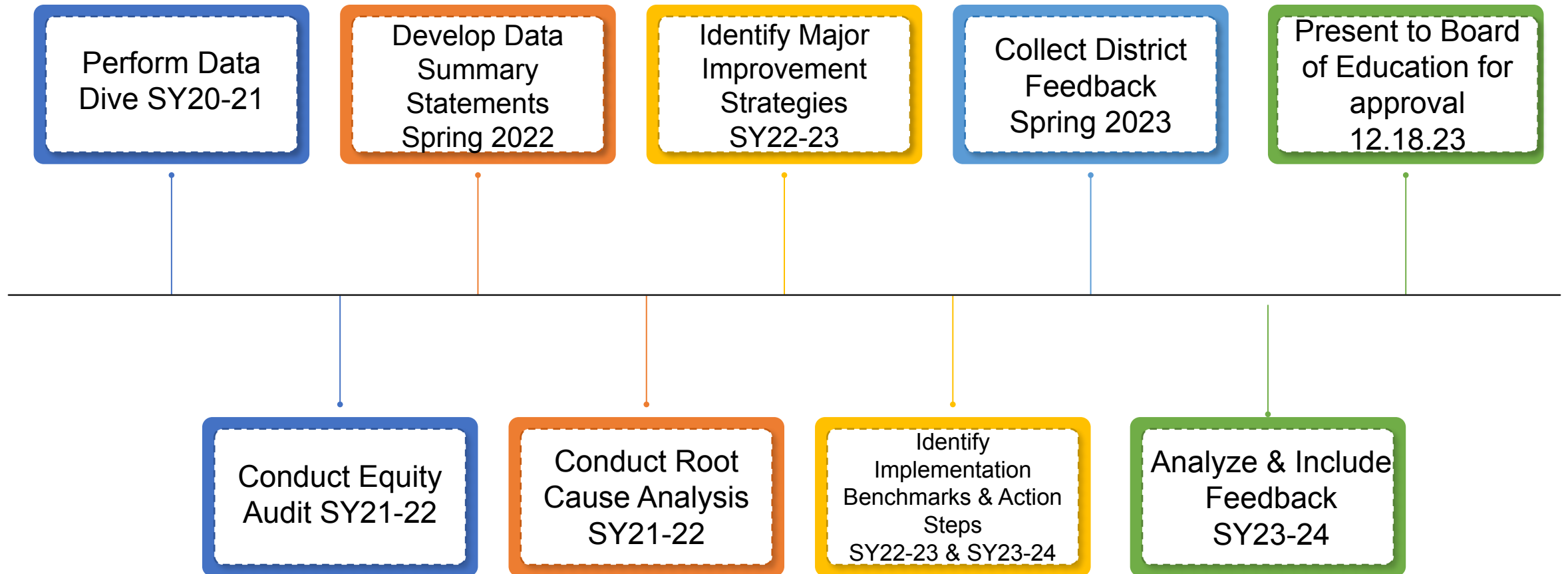
Patricia Briones
Tanya Casey
Nancy Coleman
Katie Cox
Manuela de Farla
Tavares
Mike Demovsky
Angelica Ernst
Brenda Escobedo
Karla Jimenez
Jackie Johnson
Suzanne Johnson
Mikaela Jordan
Kelsey Kruel
Cassie Majer
Dolores Meza
Tiffany Mikhail-Wright
Patrick Parks
Gaby Ploche
Jordan Ramirez
Lewis Rule
Leonard Schwartz
Kevin Seal
Marta Vilchez de
Gomez
Latesha Young

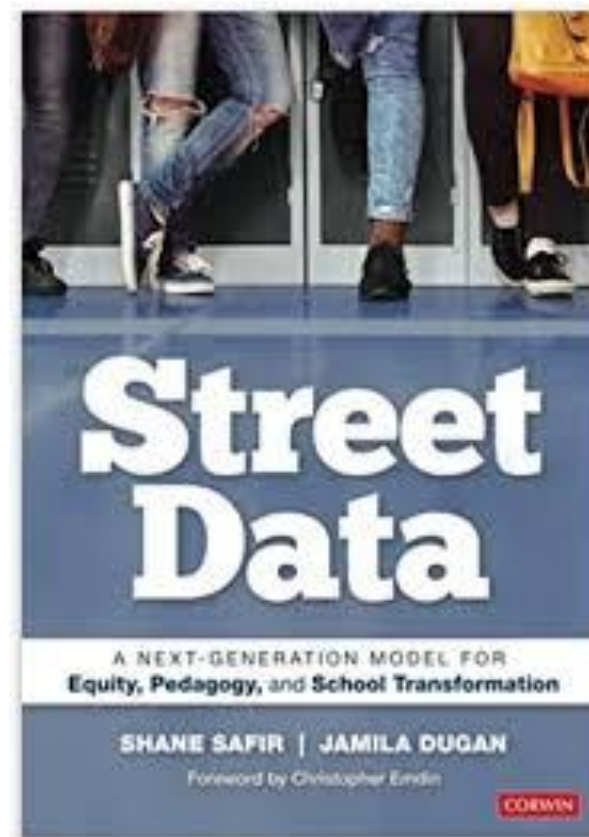
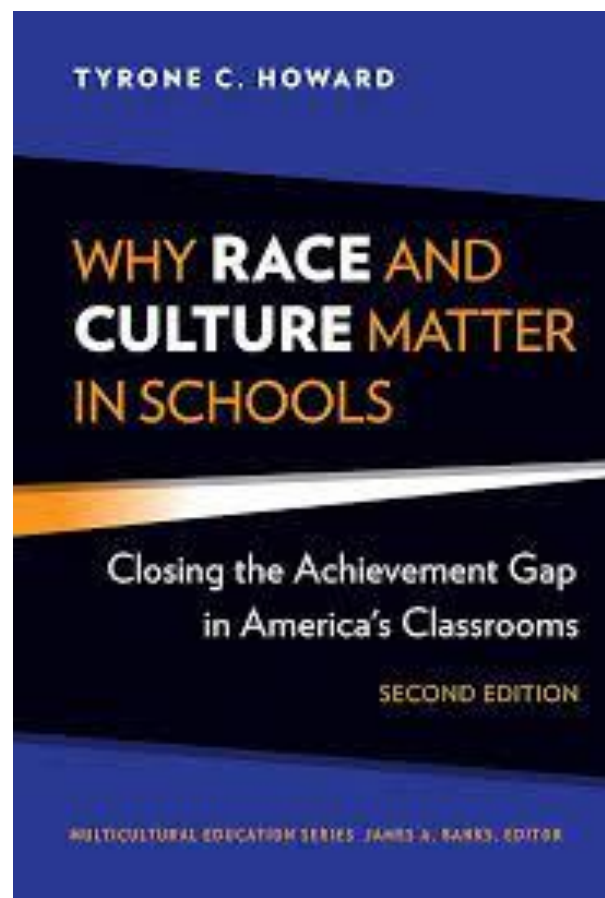
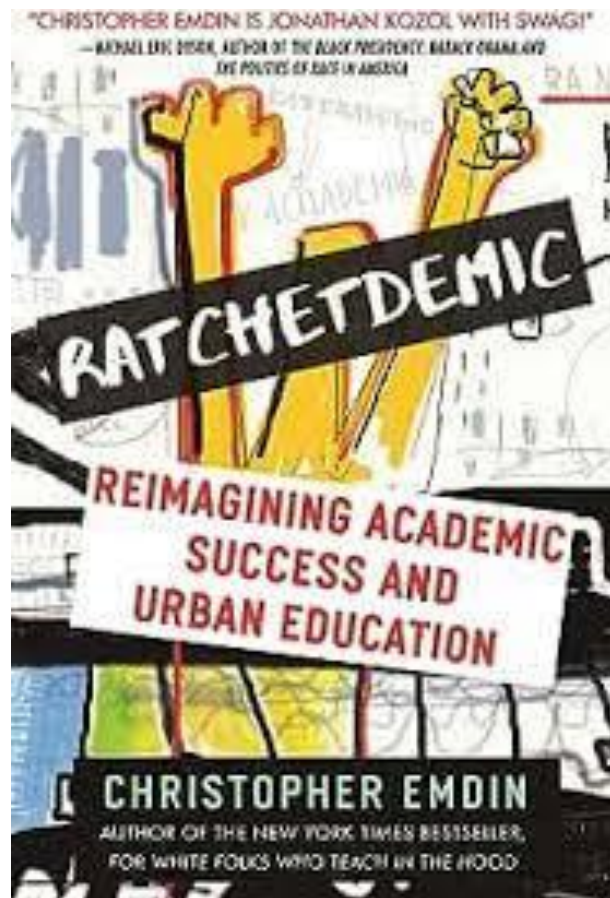
EXCELLENCE, EFFICIENCY & ACCOUNTABILITY

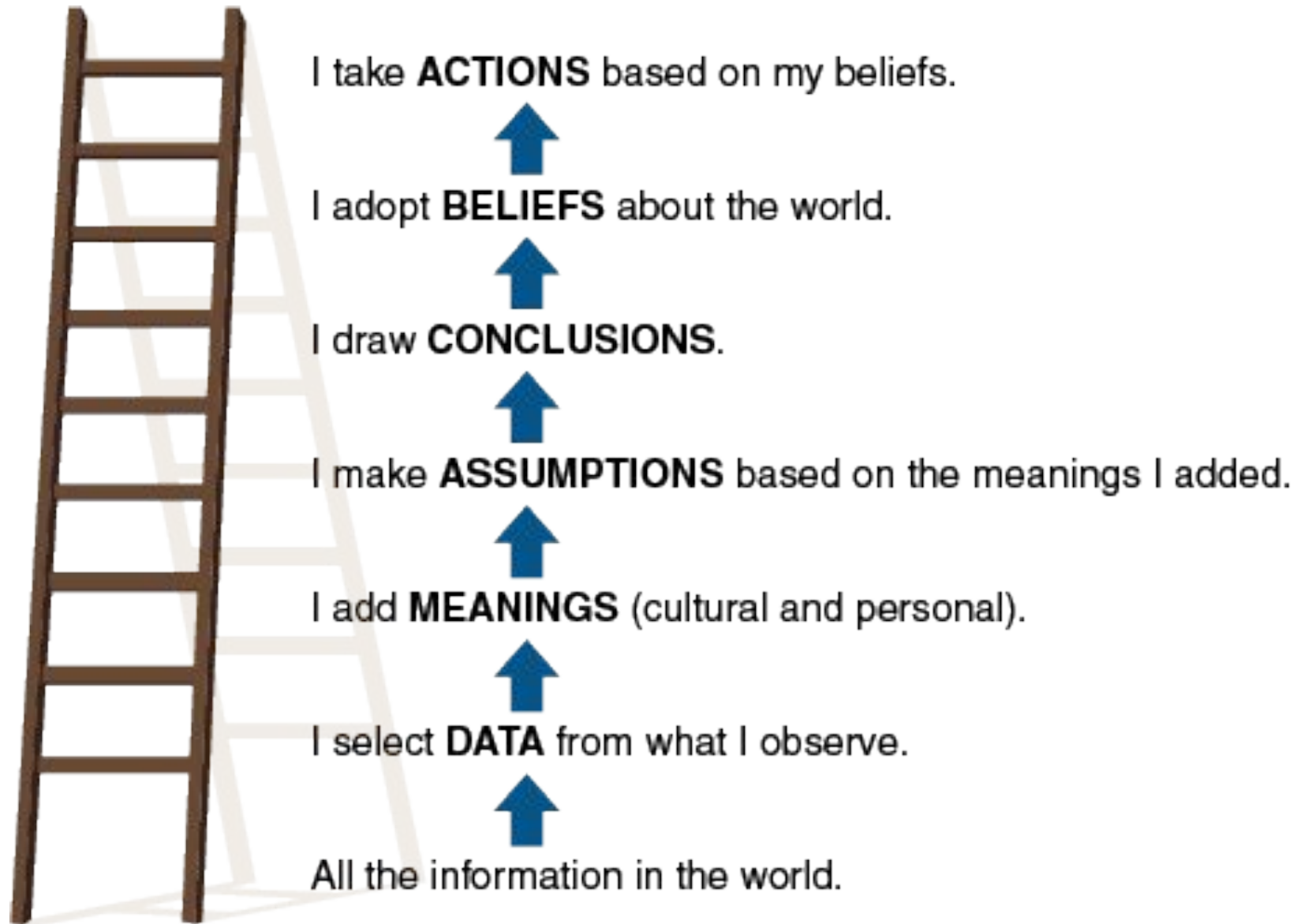
Joshua Brockway
Zelma Frohlich
Odalie Kelley
Lorelei Lynott
Amanda
Miranda-Flores
Marcy Murphy
Milena Nedeljkovic
Griselda Pirtle
Matt Raimondii
Doreen Roberts
Gina Romanelli
Jami Suarez
Brian Tennison
Isabel Vilchis
Pat Waldau
Ann Williams
Frank Williams
Jim Wolf



Timeline of Work









Equity Audit 2021-2022

School District U-46 EQUITY AUDIT

Site Visit Date: September 27-October 1, 2021

by the
numbers

210+

interviews conducted with
staff, administrators, board
members, guardians and/or
caregivers, and parents



200+

documents collected
for review



542

classrooms observed



22,120

survey responses from
district administrators, school
administrators, support staff,
teachers, students, guardians
and/or caregivers, and parents.



1,583

student work
artifacts evaluated

Theory of Action



If We ...

Then ...

So That...

When we implement Equity Plan 2.0 with unquestionable intention and focus on the **action steps** and **implementation benchmarks**, we will create a school organization that is equitable in both practices and outcomes leading to every student having a sense of belonging and that every U-46 student graduates ready for college, career, and civic-life.

[College and career readiness indicators](#)
[The College, Career, and Civic Life Framework](#)

Steps to Planning

- Goal: Is it SMART?
- Major Improvement Strategy (MIS): Is there a high level of evidence to support this strategy?
- Action Steps: Do they align to the MIS?
- Implementation Benchmarks: *How will you know that your strategy is being implemented as planned? How will you know if your strategy is impacting students as planned?*
- Timeframe: By _date. Think 45-Days
- Resources: What is needed to enact the action step?
- Status: Where are we with the work?



Goal:

Is this goal written as a SMART Goal? Strategic, Measurable, Attainable, Realistic, and Timely (SMART)

MIS 1A:

Is this major improvement strategy that:

- meet identified needs
- have a high level of evidence supporting their implementation
- can be implemented effectively within the context of the school and district.

<u>Action Step</u>	<u>Implementation Benchmarks</u>	<u>Parties Responsible</u>	<u>Timeframe</u>	<u>Resources</u>	<u>Status</u>
					Not Started ▾
					Not Started ▾
					Not Started ▾
					Not Started ▾
					Not Started ▾

Pillar 1A: Student Success (Elementary)

Goals

- **Math:** By August 2027, students who identify as African American, students with disabilities, and/or emerging English learners will have an average Student Growth Percentile (SGP) greater than 50 as measured by the Illinois Assessment for Readiness (IAR).
- **Literacy:** By August 2027, students who identify as African American, students with disabilities, and/or emerging English learners will have an average Student Growth Percentile (SGP) greater than 50 as measured by the Illinois Assessment for Readiness (IAR).

Major Improvement Strategies

1. Prepare students with necessary math/literacy skills to be successful at each grade-level in order to: increase students who are Algebra ready by 8th grade/increase the number of students in honors courses by 7th grade, respectively.
1. Develop and monitor implementation of grade level tasks for math/literacy that are both at the appropriate taxonomy level and culturally and linguistically responsive for all students, PK-6.
1. Develop and monitor implementation of district common assessments for math/literacy that are rigorous, culturally responsive and deeply aligned to standards.

Pillar 1B: Student Success (Secondary)

GOAL 1: Increase the enrollment in identified academic systems and programs-specifically Dual Credit and Advanced Placement for African American students (AA), Hispanic/ Latino/a/ LatinX students (LAX), and students with IEPs.

AP: (FY23 School Report Card data is used)

- AA: current enrollment 58/1973 (2.9%)- increase by 10% per year over the next four years. 3.2% (FY24), 3.5% (FY25), 3.9%(FY26), 4.2%(FY27)
- LAX: current enrollment 791/1973 (40.1%)- increase by 10% per year over the next four years. 44.1% (FY24), 48.5% (FY25), 53.4%(FY26), 58.7%(FY27)

DC: (FY23 School Report Card)


- AA: current enrollment redacted (less than 2%): increase to 6% by FY27
- LAX: current enrollment 296/576 (51%)- increase to 57% by FY27

Students with IEPs:

- Current senior enrollment in AP/ DC classes (2%)- increase to 5% by FY27

• **GOAL 2:** Increase the retention and success in identified academic systems and programs-specifically Dual Credit and Advanced Placement for African American students (AA), Hispanic/ Latino/a/ LatinX students (LAX), and students with IEPs.

Major Improvement Strategies

- 
1. Revise, where applicable, the curriculum to prepare students for the cognitive demand required by Advanced Placement/Dual Credit courses.
 1. Expand school building and district advocates in order to increase opportunities in AP/DC classes.
 1. Build a robust mentor system for students to succeed in AP/DC classes.

Pillar 2: Effective and Engaged Staff

Goal 1: By August 2026, School District U-46 will sustainably increase the diversity of its teaching and administrative staff by no less than 5% to 20% to build a more proportional workforce that mirrors the demographics of our student population.

Goal 2: By Fall 2025, increase engagement levels overall and across staff demographic groups in Q12 Mean from 3.70 to 4.0, Organizational Respect from 3.82 to 4.15, and Organizational Care for Wellbeing from 3.25 to 3.75 as measured by the Gallup U-46 Voice Survey.

Major Improvement Strategies

1A. Implement a long-term recruitment and retention plan that focuses on recruitment of teachers and administrators who identify as Black/African American, Asian, Hispanic/Latinx, Indigenous, and adults who identify with two or more races. Additional lines of diversity (e.g. ability status, gender identity, sexual orientation, etc.) will be outlined.

1B. Develop and apply an inclusive and affirmative hiring process for all potential U-46 employees that is reflective and representative of the U-46 student population.

2A. Create and implement professional development plans that are reflective of the District's Equity mission/vision that are embedded, continued, and mandatory for all U-46 staff.

2B. Create, communicate, and utilize procedures and protocols that address discrimination concerning race, religion, sex, sexual orientation, gender identity, national origin, and disability that align with state/federal laws that protect all stakeholders.

Pillar 3A: Culture and Climate

Goal 1: Sense of Belonging, as measured by Panorama Survey Data will increase from 48% to 60% by Spring 2026 across all racial demographics according to the measurement by Panorama data.

Goal 2: Based on the Illinois State Board of Education findings of the overidentification of African American students with an Emotional Disability, reduce the risk ratio of AA students from 4.17 to 3.9 by the end of the 2025-2026 school year.

Major Improvement Strategies

1A. All U-46 schools will create look-fors for a welcoming and inviting environment in classrooms and throughout U-46 public interfacing spaces.

1B. All U-46 school and district leaders will create opportunities for honoring and celebrating students' traditions, customs, and holidays that are reflective of their student population (demographic).

1C. Create and implement a professional development plan that is reflective of the District's Equity mission/vision that is embedded and continued, for all U-46 staff.

1D. Create an adult mentor program in each school to connect students to at least one adult.


1E. Train all U-46 administrators and teachers in the use of Restorative Practices.

2A. Ensure all components of the U-46 Comprehensive Coordinated Early Intervening Services (CCEIS) Disproportionality Plan are implemented with fidelity.

Pillar 3B: Community Engagement

Goal: By August 2026, parents and families will report increased connectedness to their child's school, from 46% to 55%, a percentile ranking of similar districts as measured by the 5Essentials Parent Survey.

Major Improvement Strategies

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- 1. Develop a family and community engagement framework.
 - 1. Enhance communication platforms with U-46 resources and engagement opportunities.
 - 1. Build a welcoming and supportive environment at every site.
 - 1. Include parents in decision-making.

Pillar 4: Excellence, Efficiency, and Accountability

Goal 1: Create one system that organizes all Board approved curriculum and instructional resources by June 30, 2025.

Goal 2: Beginning in the 2024-2025 school year the number of students with access to all fee based programs and activities will increase by 10% until 100% of students have access to all fee based programs and activities.

Goal 3: By September 1, 2025, implement a financial system that fosters a culture of accountability through stakeholder collaboration and is equitable for all students to be successful in academic achievement and personal development.

Major Improvement Strategies

- 1A. Ensure Board approved curriculum and instructional resources are equitably allocated, available, and accessible to all instructional staff.
- 1B. Evaluate instructional resource effectiveness for Board approved curriculum and instructional programs.
- 1C. Implement processes which connect curriculum and instructional resources to equitable financial procedures.
- 2A. Improve the fee structure providing access for all students to participate in curriculum requirements, out of school learning experiences, school-based clubs/organizations/sports, regardless of their financial circumstances, transportation availability, or home school assignment.
- 2B. Ensure transportation is available for all students at the school they attend enabling access to academic programs and school-sponsored extracurricular activities.
- 3A. Develop a comprehensive and transparent budget plan that includes a breakdown of fund allocation across all instructional levels, instructional programs, and operational areas.

Next Steps



- Finalize Equity Plan 2.0 before Spring Break
- Meet with all Central Office Leaders so the plan's action steps and implementation benchmarks cascades across the district
- Identify and communicate transparent measures to monitor implementation benchmarks
- Share Equity Plan 2.0 in various communication channels
 - Superintendent's Weekly
 - Assistant Superintendent of Schools
 - Executive Directors
 - U46 Equity Matters Newsletter



