

# Destination 158: An Equitable Approach to Education 2020-2025

## Introduction to the Framework

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.

## Organization of the 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

For each pillar, there are equity beliefs articulated, and a critical issue defined. Within each pillar, two goals address the critical issue in a meaningful way.

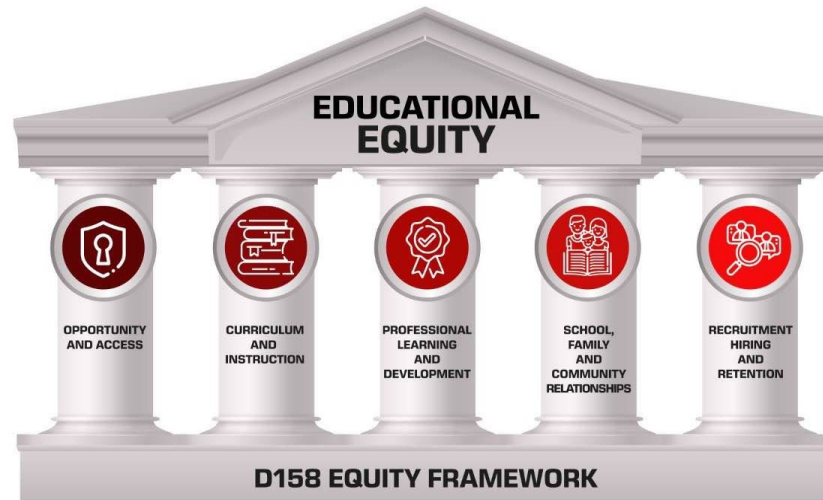
## FRAMEWORK



## 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 committed 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.



PILLAR I	EQUITY BELIEFS & CRITICAL ISSUE
<b>I. Opportunity and Access</b>	<ul style="list-style-type: none"> <li>→ All students can learn at the highest levels when all staff ensure equitable access and hold every student to high expectations.</li> <li>→ We must remove barriers for student groups, particularly students of diverse backgrounds, to ensure they have access to the most rigorous courses available.</li> <li>→ 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.</li> </ul> <p><b>Critical Issue:</b> All students do not have access to programs and services such as AP courses and Honors and advanced level coursework.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>Goal 1: Increase participation of traditionally underrepresented students in advanced programs.</b>	<ul style="list-style-type: none"> <li>❑ Build upon systems and processes to increase the access and offerings of advanced programs for historically underrepresented students.</li> <li>❑ Use racially disaggregated data to inform all district decision-making and instruction and to identify</li> </ul>

	<p>the barriers that prevent students of color and students from low-income families from enrolling in advanced courses and take action</p> <ul style="list-style-type: none"> <li>❑ Evaluate the current process used for screening students for advanced level classes and implement changes if needed.</li> <li>❑ Examine representation in advanced coursework, including AP, dual enrollment, academies, gifted and talented programs, and eighth grade algebra.</li> <li>❑ Collect information to diagnose the various barriers that different groups of students face to accessing and succeeding in advanced coursework.</li> <li>❑ Allocate resources to ensure that extracurricular programs (e.g. arts, athletics, and activities) have equitable representation of students of color.</li> <li>❑ 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.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of underrepresented students participating in advanced programs and extracurricular activities.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 2 : Design and implement support systems to respond to the diverse needs of students.</b></p>	<ul style="list-style-type: none"> <li>❑ Increase and improve social-emotional support for all students.</li> <li>❑ Administrators will examine individual student progress data through a lens of equity.</li> <li>❑ 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.</li> <li>❑ Involve students in important initiatives and programs related to culture and climate.</li> <li>❑ Provide professional learning to staff to eliminate the deficit-thinking lens.</li> <li>❑ Increase foster youth, homeless, and student with disabilities supports.</li> <li>❑ Implement restorative practice strategies such as classroom meetings, community circles and other social justice strategies to eliminate disproportionality in discipline data.</li> <li>❑ 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.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of students reporting adequate social-emotional support.</p>

PILLAR II	EQUITY BELIEFS & CRITICAL ISSUE
<b>II. Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>→ 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,</li> <li>→ All teachers have access to continuous professional learning and development to effectively design and teach rigorous and culturally responsive curriculum.</li> <li>→ 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.</li> </ul> <p><b>Critical Issue:</b> 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.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>Goal 1. All curricular materials are reflective of our diverse student population.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement culturally relevant teaching practices that reflect the contributions and perspectives of all people.</li> <li><input type="checkbox"/> Provide Professional learning to teachers in effective and rigorous instructional strategies to support all students' standards mastery.</li> <li><input type="checkbox"/> Provide staff with resources/training to provide focus on developing a growth mindset.</li> <li><input type="checkbox"/> Enhancing access to the general education curriculum for students with disabilities.</li> <li><input type="checkbox"/> 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.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of subjects/curricular materials that are reflective of race, culture or ethnicity of students.</p>

GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 2 : Increase students' exposure to rigorous and culturally responsive curriculum and instruction.</b></p>	<ul style="list-style-type: none"> <li>❑ Provide equitable opportunity and access to eliminate disproportionate representation of students of color in specialized education programs.</li> <li>❑ Create engagement and opportunities for historically underrepresented students, individuals with special needs/disabilities, and economically disadvantaged students.</li> <li>❑ Improve teacher to student relationships in order to foster student interest in curricular and extracurricular activities</li> <li>❑ Increase resource materials for staff that emphasize equity, culturally responsive pedagogy, and multiculturalism.</li> </ul> <p><b>Success Indicator:</b> 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.</p>
<p><b>PILLAR III</b></p>	<p><b>EQUITY BELIEFS &amp; CRITICAL ISSUE</b></p>
<p><b>III. Professional Learning and Development.</b></p>	<ul style="list-style-type: none"> <li>→ Recognize and respect our diversity while increasing awareness.</li> <li>→ Participate in and utilize professional development strategies to support the needs of all students both academically, emotionally, and socially.</li> <li>→ Implement a strategic professional development on equity/inclusion/cultural competence, social emotional learning, inclusion and responsiveness education.</li> </ul> <p><b>Critical Issue:</b> All students and staff do not have access nor participate fully in culturally responsive teaching and learning.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 1: Provide differentiated Professional Learning to build capacity for cultural responsiveness.</b></p>	<ul style="list-style-type: none"> <li>❑ 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.</li> <li>❑ Prioritize equity-focused training for all staff that addresses implicit bias and privilege.</li> <li>❑ Implement and train all staff on the components of the D158 Equity Framework.</li> </ul>

	<ul style="list-style-type: none"> <li>❑ 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.</li> </ul> <p><b>Success Indicator:</b> Increase the number of equity based professional growth opportunities.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 2: Increase culturally responsive leadership development among teachers, administrators and non-certified staff.</b></p>	<ul style="list-style-type: none"> <li>❑ Develop infrastructure and provide training for culturally responsive leadership development.</li> <li>❑ Provide professional development to building administrators to support retention of diverse teachers.</li> <li>❑ Develop a mentorship program for people of color to create a pipeline into leadership positions in D158.</li> <li>❑ 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.</li> <li>❑ Continue to recruit and hire diverse staff for leadership roles.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of staff participating in culturally responsive leadership development professional learning offerings.</p>
PILLAR IV	EQUITY BELIEFS & CRITICAL ISSUE
<p><b>IV. School, Family and Community Relationships.</b></p>	<ul style="list-style-type: none"> <li>→ It is School District 158’s responsibility to adapt and respond appropriately to the intersectionality of all students in D158.</li> <li>→ Our district will be excellent only when ALL families are empowered as equal partners to influence, inform, and impact decisions throughout our district.</li> <li>→ All students will benefit from programs and services designed to inform and involve family and community partners.</li> <li>→ Our district will ensure a welcoming, safe, inclusive and equitable school community.</li> <li>→ We will welcome and engage families as essential partners in their student's education and district decision making.</li> </ul> <p><b>Critical Issue:</b> Minority students feel less connected to school and minority families report they have less opportunity for input.</p>

GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>GOAL 1: Improve stakeholder communication, engagement, and relationships.</b></p>	<ul style="list-style-type: none"> <li>❑ Provide resources and communication links to support all families in accessing information and opportunities to be engaged at all buildings.</li> <li>❑ Engage in meaningful dialogue with school and community stakeholders to support positive school climate development and student wellness.</li> <li>❑ Host district and school events to hear the voice of families and the community.</li> <li>❑ Provide a resource list to all school administrators about various cultural and commemorative dates so they may acknowledge and celebrate these important cultural milestones.</li> <li>❑ Engage in honest conversation with staff, parents and community members about concerns and issues that impact our diverse population.</li> <li>❑ Continue to promote and encourage the use of our various print and electronic communication tools.</li> <li>❑ 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.</li> <li>❑ Establish a protocol for recruiting and sustaining representation of parents of color as members of the school board, and district committees.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of families reporting favorable school connectedness and sense of belonging. Surveys for students/parents/staff regarding district climate.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 2: Increase family education opportunities and community partnerships.</b></p>	<ul style="list-style-type: none"> <li>❑ Create partnerships with community organizations focusing on providing resources to families.</li> <li>❑ Increase access and parent preparedness by providing translated documents and presentations regarding advanced courses.</li> <li>❑ Focus on family and community engagement by providing information and education to decrease disproportionality.</li> <li>❑ Provide resources to support home visits focusing on communicating specific educational opportunities for students and families.</li> <li>❑ 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.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of families reporting effective access to opportunities and connections for parents. Increase the number of community partnerships.</p>



PILLAR V	EQUITY BELIEFS & CRITICAL ISSUE
<b>V. Recruitment, Hiring, and Retention.</b>	<ul style="list-style-type: none"> <li>→ Recruit, hire and retain highly qualified diverse teachers, administrators and staff of color.</li> <li>→ Our district needs to recruit, hire and retain staff that reflects the racial and cultural diversity of our community and our student body.</li> </ul> <p><b>Critical Issue:</b> The racial and ethnic distribution of district school staff does not mirror the student population and community.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>GOAL 1: Improve support for professional growth among existing and newly hired staff.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create and support mentorship programs and networking groups for staff.</li> <li><input type="checkbox"/> Provide training, resources and supports to build cultural awareness, proficiency, and equity literacy in staff.</li> <li><input type="checkbox"/> Train all staff on cultural proficiency, and implicit bias. Host cultural proficiency events.</li> <li><input type="checkbox"/> Establish and implement a process to provide orientation to all new administrators on Equity and implicit bias.</li> <li><input type="checkbox"/> Develop an equity focused evaluation process of all administrators.</li> </ul> <p><b>Success Indicator:</b> 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.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>GOAL 2: Improve staff diversity to better represent that of the student population.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Identify and initiate alternative recruitment strategies to target diverse candidates</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Encourage diversity in the membership of all district and building- level committees.</li> </ul> <p><b>Success Indicator:</b> Ensure a proportional ethnic composition of staff reflective of the student population.</p>