

Township High School District 113

August 2011

Education, Equity and Excellence for All Students

Action Plan:

Eliminating disparities

- **Racial**
- **Socio-economic**
- **Gender**
- **Disability**

While increasing achievement for all students



Objectives

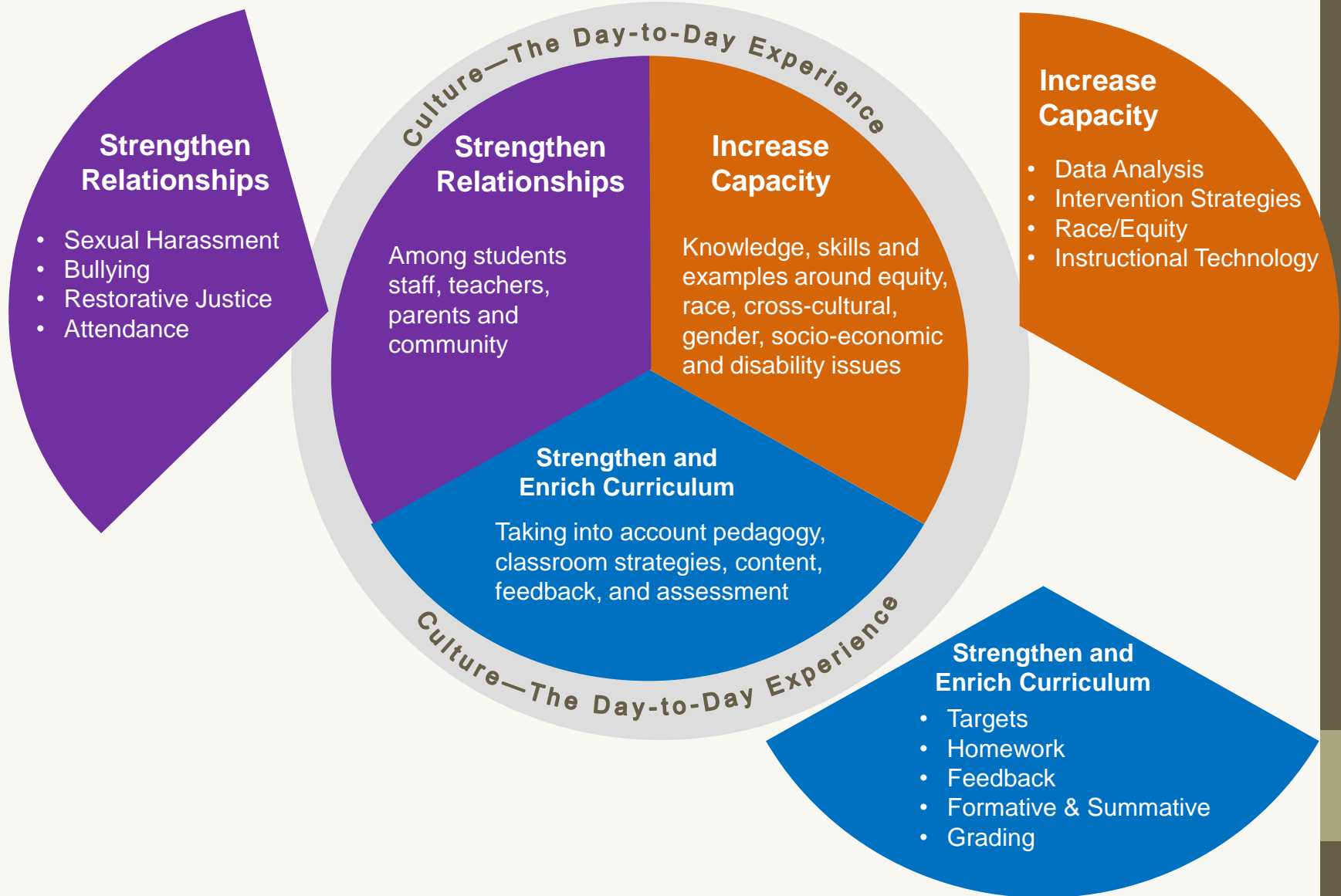
- **Improve performance and raise achievement for ALL students and**
- **Eliminate the predictability and disproportionality of students who are in the highest and lowest achieving groups (racial, socio-economic, gender and disability).**
- **Provide opportunity/access for all students by examining and eliminating barriers that impact participation.**

District 113 Equity Belief Statements

In terms of equity, we believe that

- All students must have access to resources, opportunities and rigorous curriculum that ensure their success.
- Relationships form the foundation of an equitable school district.
- School does not have to look the same for each and every student and employee and, outcomes can still be high.
- We must work together to eliminate racial, socio-economic and gender predictability within our system.
- A world class education requires racial consciousness , cross-cultural awareness and gender equity.
- We must measure our progress toward making these beliefs a reality to ensure that “all means all”.

Strategies to Achieve Equity and Improve Achievement for All Students



Strategy 1: Strengthen Relationships

Guiding Principle 1: We develop and sustain healthy relationships to create caring communities.

Goals:

- 1.1 All students, regardless of race, socio-economic status, gender and/or disability feel that their teachers care about them and recognize them as individuals. (Audris)**

Measures:

- Primary: HS Survey of Student Engagement (Indiana U.)
- Secondary: Interviews, focus groups, cultural informants
- Action (10-11) Analyze HSSE data (DA; BAM; AC; Faculty)

Action (11-12) • Monitor implementation of new attendance policy & its impact on target mastery & grades

• Implement appropriate responses to HSSE data

- 1.2 Underrepresented families are active and engaged. (George & Andrea J.)**

Measures:

- Primary: Number of parents participating in school activities
- Secondary: Interviews, focus groups, cultural informants
- Action (10-11) Identify & Examine barriers that inhibit access

Action (11-12) Implementation of All Voices Parent Partnership Advisory Board

Strategy 1: Strengthen Relationships

Guiding Principle 1: We develop and sustain healthy relationships to create caring communities.

Goals:

- 1.3 Students of all racial and economic backgrounds are actively engaged with each other. (Brad & Ron)**

Measures:

- Primary: Demographic mix of classrooms, activities, and athletics
- Secondary: Interviews, focus groups, cultural informants
- Action (10-11) Hand schedule students when appropriate

Action (11-12) Analyze enrollment breakdown in A.P. and Survey classes

- 1.4 All Staff, regardless of race, gender and job classification, feel valued and heard. (George, Joe K., Andrea J.)**

Measures:

- Primary: Feedback from Building/District Communication Teams

- Action (11-12)**
- **Continue Building/District Communication Teams**
 - **Continue support staff participation in planning & designing staff development opportunities**
 - **Continue employee Administrative Feedback process**

Strategy 2: Increase Capacity

Guiding Principle 2: We seek new information and use our discoveries to change understanding.

Goals:

2.1 Educators will build their capacity in their knowledge of equity, race, socio-economic and gender disparities, and cross-cultural competence. (Andrea J. & Suzan Hebson)

Measures:

- Primary: Aligned PARC (Professional Advancement Review Committee) offerings to the District's Equity Plan; Annual Report
- Secondary: IDI (Intercultural Development Inventory);
Action (10-11) Departmental and district-wide workshops

Action (11-12)

- **Building Level Equity Staff Development**
- **Continue departmental workshops**

2.2 Educators will be able to develop cross-culturally competent instructional approaches in learning targets, curriculum development, pedagogy, instructional strategies, classroom management, and relationships. (Andrea J. Suzan Hebson & Andrea Gratz)

Measures:

- Primary: Formal and informal classroom observation; Annual Report; Behavioral referrals; Grade analysis
- Secondary: Ongoing topic of discussion in department meetings
Action (10-11) Departmental and district-wide workshops

Action (11-12) **Gathering evidence to demonstrate that the Goal 2.2 is happening in our schools.**

Strategy 2: Increase Capacity

Guiding Principle 2: We seek new information and use our discoveries to change understanding.

Goals:

2.3 Educators will implement Response to Intervention (RTI). (Andrea G. & Suzan Hebson)

Measures:

- Primary: Annual Report; Formal and Informal Classroom Observations and conversations between teachers and department chairs
- Secondary: Less than 15% of students referred to RTI (Response to Intervention) Tier 2 interventions

Action (10-11) Departmental , district-wide & summer workshops

Action (11-12) Gathering evidence to demonstrate that the Goal 2.3 is happening in our schools.

Strategy 3: Strengthen and Enrich Curriculum

Characteristics of Effective District 113 Educators

Goals:

**3.1 Teachers will develop core learning targets (including content, process, and skills).
(Suzan Hebson, Principals)**

Measures:

- Primary: Establishment of common learning targets within course teams;
- Secondary: Annual Report; Formal and Informal Classroom Observations and conversations between teachers and department chairs

**Action (11-12) Learning Targets will be accessible through Infinite Campus
Instruction & assessment will be aligned with Learning Targets**

3.2 Teachers will develop and implement common assessments to measure core learning targets. (Suzan Hebson, Principals)

Measures:

- Primary: Analysis of student performance on common assessments;
Annual Report ; Formal and Informal Classroom Observations and conversations between teachers and department chairs
- Secondary: Analysis of performance on standardized tests

**Action (11-12) Analysis of student performance on course team common assessments
(course, class and individual performance)**

Strategy 3: Strengthen and Enrich Curriculum

Characteristics of Effective District 113 Educators

Goals:

3.3 Teachers will provide relevant, timely, and meaningful feedback that increases motivation and achievement of all students regardless of race, gender and socio-economic status. (Brad)

Measures:

- Primary: Informal and formal supervisory conversations between Dept. Chair and teacher; Annual Report
- Secondary: Interviews, focus groups, cultural informants with students and parents

Action (11-12) Gathering evidence to demonstrate that the Goal 3.3 is happening in our schools.

3.4 Eliminate systemic barriers and provide the needed support to students to achieve their highest potential. (Audris & Brad)

Measures:

- Primary: Evaluate the growth and success of students identified for diagonal movement in the 2010-2011 school year (HPHS & DHS) using EPAS Data to project success beyond expected 6 point growth; Annual Report
- Secondary: Interviews, focus groups, cultural informants

Action (11-12)

- Gather evidence to demonstrate the elimination of predictability & disproportionality of students in the highest & lowest achieving groups
- Examine the implications of requiring a college-ready course load for all 9th graders

Strategy 3: Strengthen and Enrich Curriculum

Characteristics of Effective District 113 Educators

Goals:

3.5 Classroom practices will change as a result of implementing the Equity Action Plan

Measures:

- Primary:
 - Annual Report; Informal and formal supervisory conversations between Dept. Chair and teacher
 - Who is asking the questions & who is staying with it?
- Secondary: Interviews, focus groups, cultural informants with students and parents

Action (11-12)

- **Feedback from All Voices Parent Partnership Advisory Board**
- **Gathering evidence to demonstrate that Goal 3.5 is happening in our schools**