



# **2017-2018 Equity Action Plan**



**West Linn - Wilsonville School District**

## 1. Purpose of a District Equity Action Plan

The purpose of a district Equity Action Plan is to articulate our equity-related priorities for the coming year in alignment with our District Goals, school-based Equity Teams and overall mission of the district, “How do we create learning communities for the greatest thinkers and most thoughtful people...for the world?”

## 2. District Goals, current policy and actions that are congruent a vision of equitable outcomes for all students.

1. Grow student achievement through the use of high leverage instructional strategies that raise rigor and generate equitable outcomes for all students while eliminating opportunity and achievement gaps.
2. Align, evaluate and update integrated systems of professional growth, assessment, inclusive practices and accountability that build competence, confidence and self-efficacy for every student.
3. Operate in an accessible and transparent manner that encourages and fosters community involvement as our parents, students and community partners are an integral and valued voice in our district.

Frameworks for developing our theories of action, informing our instructional practices and developing goals for our equity work include:

- 5 Dimensions of Teaching and Learning (Center for Educational Leadership)
- Dimensions of Equity (Z. Hammond)
- 7 Components of Inclusive Practices
- Oregon Leadership Network (OLN) LEAD Tool™

Focus on developing understanding about the research and practices described in Zaretta Hammond’s book, *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, and strategically identifying and implementing actions within each school that integrate practices with the common learning framework that is in place, the 5 Dimensions of Teaching and Learning. Emphasize creating access and engagement for all children and particularly for underrepresented groups.

We have a theory that when ALL children are learning in an environment where we communicate and create conditions that foster a genuine belief in their capacity and

ability to learn at high levels, more children will actually learn more every day. As teachers and leaders, our district and school equity team work is supported by the facilitation of Dr. John Lenssen and by the intentional integration of professional learning about culturally responsive practices and work with a teaching and learning framework. The coherence that we are working towards, and the growing relevance to all areas of our school programs and activities, is prompting teachers and leaders to build collective capacity within this important work and in turn to engage students so they build their own efficacy.

### **3. West Linn-Wilsonville's theory of action on leadership for equity**

If we use high leverage instructional strategies to raise rigor and generate equitable outcomes for all students while simultaneously eliminating opportunity and achievement gaps; and, if we create access to high levels of learning and engagement for all students through the use of culturally responsive practices; then, we will grow student learning, student efficacy and reduce predictability of disparities for individual children and student sub-groups.

### **4. Supports and Resources in order to serve all students**

- Use a framework and system of Cycles of Inquiry to identify areas of academic disparity; then use our professional development to work with our learning teams (principal triads) to increase capacity with high leverage instructional strategies, inclusive cultures, and equitable outcomes in order to change the student-learning outcome and the teaching practice around the disparity.
- Strengthen and support our internal accountability systems of coherence through triads, school equity teams, and professional learning teams to deepen our understanding of culturally responsive teaching practices and leading for equity.
- Continue to develop long-term plans and processes for our district World Language and Dual Language Programs.

**The Equity Action Plan consists of four organizational goals utilizing the OLN LEAD Tool™ High-Leverage Equitable Practices**

- Engaging in self-reflection and personal growth for equity
- Developing capacity and organization-wide leadership for equity
- Developing and enacting an equity vision
- Supervising for improvement of equitable instruction
- Fostering an equitable school culture
- Collaborating with families and communities
- Influencing the broader sociopolitical context
- Allocating resources
- Hiring and staff placement
- Modeling

**GOAL 1 & 2: Grow and develop district leadership around equity by engaging in self-reflection and growth for equity (LEAD Tool Practice #1). Grow and develop organizational leadership around equity by focusing on how well our leadership teams strive for equitable outcomes and encourage others as leaders, e.g. district and school equity teams. (LEAD Tool Practice #3).**

Strategies	Tasks to be accomplished	Evidence	Target (M/Y)
<b>1.1 District Equity Team: Leadership Forum</b>	Serve as district-wide forum to learn, practice and guide the implementation of culturally responsive practices and equitable access to learning at high levels in all schools.	Culturally responsive teaching practices are evidence in classrooms (using observation tools designed to identify these indicators) and school culture. Achievement gaps and opportunity gaps for students across all sub-groups are eliminated. Increased access to, and participation in, AP courses and the International Science and Engineering Fair. Disproportionate identification for students receiving Special Education and disciplinary treatment is eliminated.	June 2018
<b>1.2 School Based Equity Teams (all 16 schools)</b>	Implementation of culturally responsive practices and equitable access to learning at high levels in all schools.	Culturally responsive teaching practices are evidence in classrooms and school culture (using observation tools designed to identify these indicators). Achievement gaps and opportunity gaps for students across all sub-groups are eliminated.	June 2018

		Disproportionate identification for students receiving Special Education services and disciplinary treatment is eliminated.	
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**GOAL 3: Continue the implementation and integration of culturally responsive curriculum and teaching practices in classrooms and school venues that promote equitable instruction (LEAD Tool Practice #10).**

<b>Strategies</b>	<b>Tasks to be accomplished</b>	<b>Evidence</b>	<b>Target (M/Y)</b>
<b>2.1 Sheltered Instruction Development training</b>	Professional Learning opportunities will be offered that focus on building capacity of every classroom teacher with SIOP strategies and culturally responsive teaching practices.	SIOP strategies are implemented in classrooms (observations with SI tools). Achievement gaps and opportunity gaps for students are eliminated. All AMAO targets are achieved at the end of the school year.	June 2018
<b>2.2 English Language Development co-teaching and collaboration model training and workshops</b>	Increased co-teaching and collaboration in schools between ELD teachers and classroom teachers to build capacity across all teaching staff with SIOP strategies and culturally responsive practices.	Co-teaching and collaboration practices observed in the classrooms. Achievement gaps and opportunity gaps across all sub-groups is eliminated. All AMAO targets are achieved at the end of the year.	June 2018
<b>2.3 English Language Arts and Social Studies Renewals with culturally responsive unit designs, texts and instructional practices</b>	Secondary ELA and Social Studies teachers continue summer camp curriculum design work into the school year that includes varied text selections of multiple voices and perspectives. Primary schools continue integration of culturally responsive classroom texts that include multiple voices.	Teachers implement the designed units and new literature/texts in their classroom lessons.	June 2018
<b>2.4 Mathematics Renewal K-8</b>	Culturally responsive curriculum and practices that promote status, equity and inclusion for all students, increasing student voice.	Teachers are observed implementing practices such as student engagement, locus of control, student discourse in mathematics classrooms K-8. All mathematics	June 2018

		classes/courses “accelerate to remediate”, keeping all students engaged in new learning and access to high levels of instruction.	
<b>2.5 Spanish and Mandarin Chinese World Language program K-8.</b>	Year 6: Curriculum alignment with ACTFL levels; instructional practices trainings and workshops; assessment development.	Comprehensive K-12 Curriculum scope and sequence; effective instructional practices; continued development of K-5 assessment tool.	June 2018
<b>2.6 High School World Language and Biliteracy Seal</b>	Continue to make instructional shifts in G. 9-12 World Language classrooms that reflect the ACTFL standards and training. Secondary teachers participate so that engagement, all students’ participation and progress, and cultural understanding are emphasized.	Increase in the number of high school teachers in World Language courses beyond two years. Increase in the number of WLWV students who earn the Biliteracy Seal.	June 2018
<b>2.7 Dual Language Program and Membership, Participation, and workshop facilitation in OABE, OALA, AMME, ATDLE and Confucius Institute PSU.</b>	Year 6: Curriculum alignment; instructional practices trainings and workshops; assessment development; high levels of learning. Early development and planning for G. 6-12 Dual Language Program	Successful retention of 30 students in each class K-5; language acquisition data (LAS); academic achievement data (MAP; EDL; SBAC). Conference attendance and interaction with colleagues.	June 2018

**GOAL 4: Examine and create actions that recruit, retain and promote staff—including staff members of color—with strong equity commitments, understanding, and skills. (LEAD Tool Practice #9).**

<b>Strategies</b>	<b>Tasks to be accomplished</b>	<b>Evidence</b>	<b>Target (M/Y)</b>
<b>4.1 OALA Mentoring Program</b>	Identify, invite and promote teachers of color with leadership aspirations into the OALA Mentoring Program.	1-3 teachers will be selected for the OALA Mentoring Program.	June 2018

<p><b>4.2 Active recruitment and retention of diverse staff with strong equity commitments</b></p>	<p>Intentional invitations for conversations to promote mutual interest in working together; presence at local and regional career fairs, web presence, and advertising; participation at regional and national Dual Language conferences to promote the district vision, mission and equity work that invites others to join. Once hired, connect staff to strong school culture of support and care. All new teachers and administrators receive mentoring support. PLCs and Triads provide support in job-alike structures.</p>	<p>Increased staff diversity all levels: classified, certified, administrators.</p>	<p>Ongoing</p>
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