



DISTRICT 186  
SPRINGFIELD PUBLIC SCHOOLS

# 2023 Report to the Court and District Equity Plan Presentation

By Jamar Scott: Chief Equity and School Improvement Officer

# Report to the Court

	Amer. Indian	Asian	Black	Hawaiian / Other Islander	Hispanic	Two or More Races	White
<b>2020 Census</b>	<b>0.10%</b>	<b>3.10%</b>	<b>19.90%</b>	<b>0.00%</b>	<b>2.80%</b>	<b>3.50%</b>	<b>72.90%</b>
<b>Students (3/31/23)</b>	<b>0.22%</b>	<b>2.74%</b>	<b>44.01%</b>	<b>0.07%</b>	<b>3.44%</b>	<b>12.92%</b>	<b>36.60%</b>
<b>Administrators</b>	<b>0.00%</b>	<b>0.00%</b>	<b>32.63%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>67.37%</b>
<b>Certified</b>	<b>0.09%</b>	<b>1.22%</b>	<b>7.08%</b>	<b>0.00%</b>	<b>0.70%</b>	<b>0.17%</b>	<b>90.74%</b>
<b>Classified</b>	<b>0.35%</b>	<b>0.93%</b>	<b>37.27%</b>	<b>0.12%</b>	<b>0.69%</b>	<b>1.50%</b>	<b>59.14%</b>

- 10 Career Fairs since Jan. 2023 - 3 were HBCU Fairs
- 55 Signed Letters Of Intent (LOIs) total as of 06/04/23:
- 11 LOIs offered to A/A candidates - 4 of these accepted and will be working in our district beginning fall, 2023
- 56 LOIs offered to White or other candidates - 40 of these accepted and will be working in our district beginning fall, 2023
- 20 Futures Teachers of Color currently participating in our Diverse Workforce Pipeline Program
  - UIS: 9                      4 - Fall 2024, 3 - Fall 2025, 1 - Fall 2026
  - Grand Canyon: 14    4 - Fall 2024, 2 - Fall 2025, 4 - Fall 2026, 4 - Fall 2027
  - Jackson State University Online: Partnership pending – up to 30 students beginning Fall 2023 included students at both the BA and MA level



# Equity Plan Process

- Adopt a district definition of equity (August 2021)
  - **Equity** is the provision of personalized resources needed for all individuals to reach common goals. In other words, the goals and expectations are the same for all students, but the supports needed to achieve those goals depends on the students' needs. (Equity Education, 2019)
- Organize a District Equity Team (February 2022 – Present)
  - 1<sup>st</sup> meeting February 28, 2022
  - Meetings every 4<sup>th</sup> Monday during the school year
- Review ALL District data (February 2022 – November 2022)
- Compare our data to Indicators of Educational Equity (November 2022 – February 2023)
  - Shared with district leaders who participated in the Large Unit District Association (LUDA) Equity Cohort
- Develop Plan based upon our data and our districtwide focus on the AVID four domains and Equity (February 2023 – May 2023)
- Present Plan to the School Board (June 5, 2023)
- School Board Adopts Plan (June 20, 2023)
- District Equity Team – Monitors Plan for the next 3 School Years for implementation and progress (Fall 2023 – Spring 2026)



# DISTRICT 186

SPRINGFIELD PUBLIC SCHOOLS

## **Mission**

The District, in collaboration with families and community, shall develop in all students the knowledge, understanding, skills, and attitudes to empower them to be responsible life-long learners and citizens in an ever-changing world. This will be accomplished in a climate that promotes high expectations, strives to meet individual needs, and values diversity.

## **Vision**

Empowering Students, Families and Communities to Pursue Excellence

## **Strategic Goals**

1. Expand opportunities for all students and empower them to learn and succeed
2. Enhance academic and emotional support so students can reach their full potential
3. Embrace a connected, committed and collaborative work environment
4. Engage families and community partners
5. Excel in fiscal responsibility and facilities planning and management

## **Collective Commitments**

1. We are committed to affording equitable opportunities for all.
2. We are committed to celebrating a unified and diverse community of students and staff.
3. We are committed to providing a welcoming experience in every encounter.
4. We are committed to promoting a strong sense of District 186 and school pride.
5. We are committed to communicating relentlessly.

# AVID 4 Domains

## **INSTRUCTION**

AVID is schoolwide when the entire staff utilizes AVID's WICOR® strategies, other best instructional practices, and 21st century tools to develop college and career readiness in all students.

## **SYSTEMS**

AVID is schoolwide when systems are in place that support governance, curriculum, instruction, data collection and analysis, professional learning, and parent engagement to develop college and career readiness in all students.

## **LEADERSHIP**

AVID is schoolwide when leadership sets a vision and tone that promote college and career readiness and high expectations for all students in the school.

## **CULTURE**

AVID is schoolwide when AVID's philosophy progressively shifts adult and student beliefs and behaviors resulting in increased college and career readiness in all students.



# District Equity Team Members

- Aaron Graves
- Arwah Franklin
- Alyssa Stults
- Brad Hodapp
- Candice Trees
- Donna Smylie
- Debbie Thomas
- Erica Austin
- Erika Metz
- Ethan Posey
- Gail Capps
- James Tracy
- Jennifer Gill
- Julie Padavic
- Julio Barrenzuela
- Kori Barnes
- Kari Borders
- Kelly Hamlin
- Kelly Turner
- Faraji Martin
- Mia Dawson
- Miranda Sellars
- Nehemiah Ankoor
- Nicole Moody
- Lance Thurman
- Louise Fane
- Melody Hulett
- Peter Welsh
- Reiko Hurd
- Rene Johnson
- Samantha Au
- Sarah Beveridge
- Shalanda Gaines
- Shawn Gregory
- Sherri Hamilton
- Stacey Larson
- Sara Teeter
- Tracy Deal
- Tyra Jones
- Vincent Turner



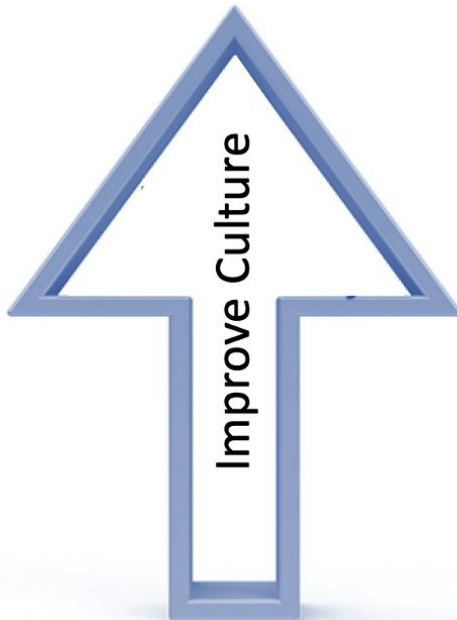


# DISTRICT 186

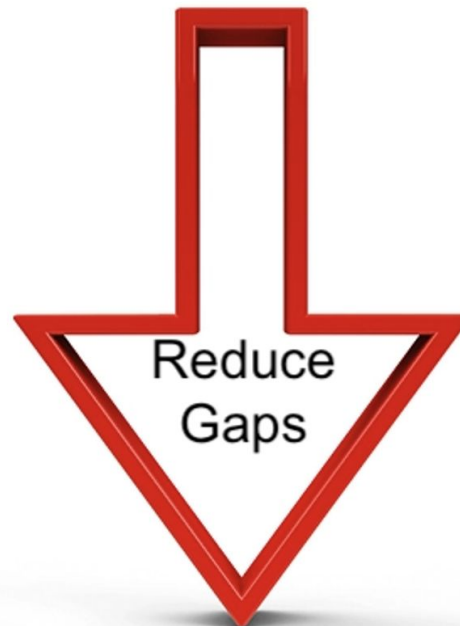
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## EQUITY PLAN

Goal 1



Goal 2



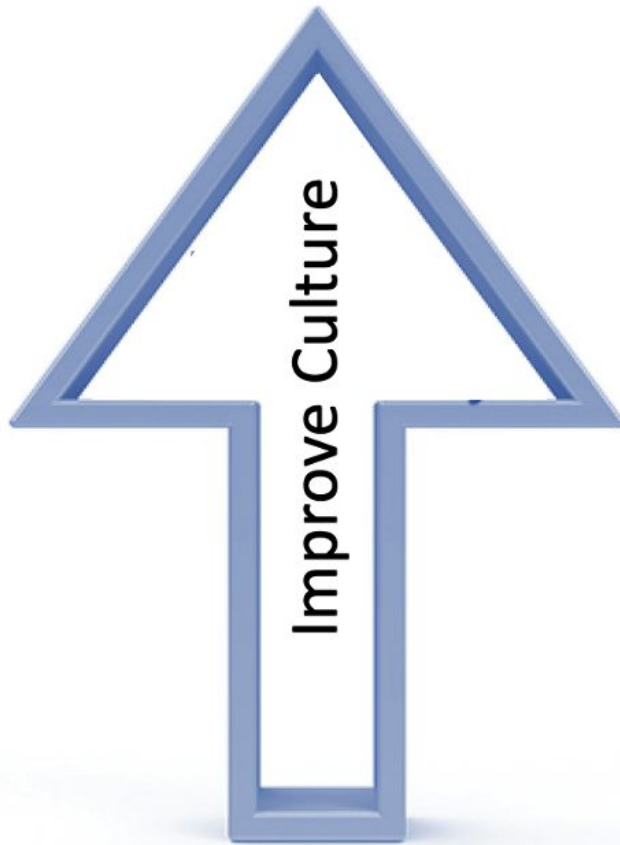
Goal 3





# Equity Plan

## Goal 1



By the end of the 2025-2026 school year, **all** students and adults will learn and engage in an academically, culturally, emotionally, physically, and socially safe and trauma responsive environment. This will be accomplished by implementation of research based district wide practices that promotes positive relationships, safety, and belonging, and fosters a sense of community among students, staff, and families.

**Worthy Target 1.A.: Collaboratively develop** vision and expectations for districtwide culture, and communicate it to all district stakeholders.

**Worthy Target 1.B.:** Increase teacher diversity to improve representation and belonging.

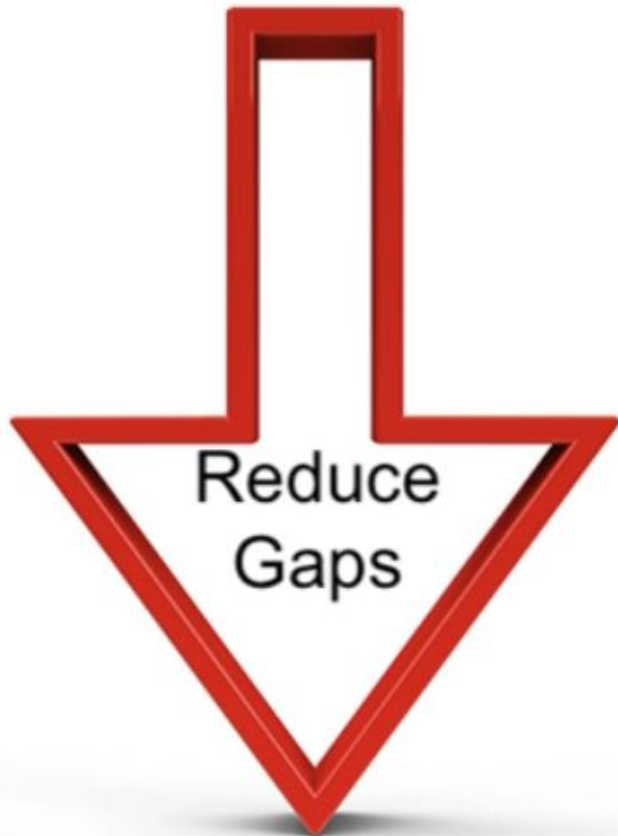
**Worthy Target 1.C.:** Provide research based professional development and support to all staff that will equip them to positively enhance staff-student, staff-staff, and staff-family/community relationships and culture.

**Worthy Target 1.D.:** Provide culturally relevant trauma responsive social and emotional instruction.

**Worthy Target 1.E.:** Provide personalized social emotional supports to every student and staff member.

# Equity Plan

## Goal 2



To reduce the achievement gaps for student group populations by a reduction of 5% annually by providing all district staff with role-specific professional learning and through the effective implementation of the Multi-Tiered System of Supports (MTSS) and Early Warning Intervention and Monitoring Systems (EWIMS).

**Worthy Target 2.A.:** *Provide equity training in multiple formats on strategies to mitigate the achievement gaps – ensuring access to learning for all district staff.*

**Worthy Target 2.B.:** Implement culturally and historically responsive instruction & leadership at the district and school levels.

**Worthy Target 2.C.:** *Implement MTSS/EWIMS expectations for Instruction ant Tier 1 and intervention at Tiers 2 and 3*

# Equity Plan

## Goal 3



To improve student learning and outcomes that lead to college and career readiness for every student by increasing the percentages of students who meet grade/content level expectations by 5% annually as measured on the \*NWEA MAP, IAR, PSAT/SAT, and other assessments.

**Worthy Target 3.A:** Provide rigorous learning experiences in each content area each day which challenge and engage every student. (At all sites and programs)

**Worthy Target 3.B.:** Provide academic supports to every student.

**Worthy Target 3.C.:** Review/Revise Curricula to ensure relevance and rigor. (All students are taught to grade-level standards, with scaffolding designed to support success and achievement.)

- **NWEA MAP:** Northwest Evaluation Association Measure of Academic Progress Test, or NWEA MAP test, is an adaptive test that measures a child's academic growth in grades K to 12.
- **IAR:** The Illinois Assessment of Readiness (IAR) is the state assessment and accountability measure for Illinois students enrolled in a public school district. IAR assesses the New Illinois Learning Standards Incorporating the Common Core and will be administered in English language arts and mathematics to all students in grades 3-8.
- **SAT:** The Scholastic Aptitude Test is a standardized test widely used for college admissions in the United States. **PSAT:** Preliminary SAT



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ANCHORED  
IN EQUITY