

Wauwatosa School District Equity Plan (2020 - 2022)

THEME: Opportunity (District Plan Goal #1)	<i>All students have access to rigorous learning experiences, programming, and coursework to prepare them for post-high school education, careers, and citizenship.</i>
Goal Statement	All students/families will have opportunities to access networks of resources ensuring current and future success.
Action Step 1:	Develop a plan for all students/families to have access to a network of resources ensuring current and future success.
Suggested Strategies	<ul style="list-style-type: none"> - Examine the methods we use to communicate with families. - Develop <i>Feedback Loop</i> to collect and monitor input (utilizing social media apps and tools when possible). - Design a family mentorship program (i.e. parent-to-parent/guardian-to-guardian). Veteran families can mentor new families. - Create a student mentorship program.
Person(s) Responsible	<ul style="list-style-type: none"> - Building leaders - Staff members - Equity coaches - District leaders - Team members (staff, students, families)
2020 -2021	<ul style="list-style-type: none"> - Assemble a team or use an existing team to conduct a needs assessment to provide a building focus for the school year. <ul style="list-style-type: none"> - Analyze the findings and determine goals. - Recruit additional stakeholders as needed. - Plan steps and actionable items. - Begin phases of implementation.
2021 -2022	<ul style="list-style-type: none"> - Collect parent feedback on the implemented plan. - Review the plan and revise as needed.
Measurable Outcome(s)	Increased satisfaction percentages on parent surveys after implementation.

THEME: Belonging (District Plan Goal #2)	<p><i>The Wauwatosa School District is a place where all children, staff and families are valued and welcomed.</i></p> <p><i>Recruit and retain a diverse staff. (HR Plan and Vision)</i></p> <p><i>Strengthen community and family partnerships within the WSD. (Family and Community Engagement Plan and Vision)</i></p>
Goal Statements	<ol style="list-style-type: none"> 1. Teaching and learning will take place in a safe and supportive environment that emphasizes positive relationships and a sense of community. 2. Students will have a voice in their education and in their learning environments with identifiable outcomes. 3. WSD physical spaces will welcome and include all families and community members.
Action Step 1:	<p>Deliver instruction that is responsive and supportive of our diverse learners.</p>
Suggested Strategies	<ul style="list-style-type: none"> - Develop restorative practices to intentionally build positive community relationships among students, staff and families. - Expand implementation of trauma-informed practices to build school and classroom environments that heal and support traumatized students. - Focus on continuous and deeper learning about culturally responsive practices, identity, implicit bias, and microaggressions/stereotype threat through district professional development.
Person(s) Responsible	<ul style="list-style-type: none"> - Building administrators - Staff members - Equity coaches - District leaders - Community members (students, families)
2020 -2021	<ul style="list-style-type: none"> - Build a shared knowledge base and common understanding K-12 around restorative practices - Develop restorative practices to intentionally build positive community relationships among students, staff and families. - Expand implementation of trauma-informed practices to build school and classroom environments that heal and support students, staff and families. <ul style="list-style-type: none"> - Identify and prioritize the needs of each building/community. - Develop district trauma-informed practices and strategies K-12.

2021 -2022	<ul style="list-style-type: none"> - Continue to develop restorative practices to intentionally build positive community relationships among students, staff and families. - Develop district restorative practices and strategies K-12. - Continue district professional development and deepen learning around culturally responsive practices, identity, implicit bias, and microaggressions/stereotype threat. - Analyze trends in building discipline referral data, attendance data and academic success to identify and prioritize areas to improve.
Measurable Outcome(s)	Increased satisfaction percentages on “sense of belonging” on parent and student surveys after implementation.

Belonging- Action Step 2:	Develop student advisory groups representative of the student body.
Suggested Strategies	<ul style="list-style-type: none"> - Provide spaces for Best Buddies, Black Student Union, Gender Sexuality Alliance (GSA), Hispanic Student Union (HSU), Student Advisory Council, Student Senate, etc. - Involve student advisory groups in school decisions and policy making when appropriate.
Person(s) Responsible	<ul style="list-style-type: none"> - Building administrators - District administrators - Staff members - Community members (students, families) - The Building Equity Team (BELT)
2020 -2021	<ul style="list-style-type: none"> - Provide spaces for Best Buddies, Black Student Union (BSU), Gender Sexuality Alliance (GSA), Hispanic Student Union (HSU), Student Advisory Council, Student Senate, etc. - Involve student advisory groups in school decisions and policy making when appropriate. - Assemble a diverse volunteer group of student stakeholders to meet with building administrators. - Conduct a needs assessment to determine a building focus in each school for the school year. <ul style="list-style-type: none"> - Analyze the findings and determine goals. - Recruit additional stakeholders as needed. - Plan steps and actionable items. - Begin phases of implementation.

2021 -2022	<ul style="list-style-type: none"> - Provide spaces for Best Buddies, Black Student Union (BSU), Gender Sexuality Alliance (GSA), Hispanic Student Union (HSU), Student Advisory Council, Student Senate, etc. - Involve student advisory groups in school decisions and policy making when appropriate. - Continue the phases of implementation.
Measurable Outcome(s)	Increased satisfaction percentages on “sense of belonging” on parent and student surveys after implementation.

Belonging - Action Step 3:	Create a school that visually represents the student body.
Suggested Strategies	<ul style="list-style-type: none"> - Conduct a walking hallway audit to determine changes needed to create schools that visually represent the student body. - Develop space for student-created murals and/or graffiti artists brought into school, representative of our community’s diversity.
Person(s) Responsible	<ul style="list-style-type: none"> - Building administrators - Staff members - Community members - Students, families
2020 -2021	<ul style="list-style-type: none"> - Conduct a walking hallway audit to determine changes needed to create schools that visually represent the community. - Develop space for student created murals and/or graffiti artists brought into school, representative of our community's diversity. - Assemble a team or use an existing team to conduct a needs assessment to provide a building focus for the school year. <ul style="list-style-type: none"> - Analyze the findings and determine goals. - Recruit additional stakeholders as needed. - Determine resources needed to create changes. - Plan steps and actionable items. - Begin phases of implementation.
2021 -2022	<ul style="list-style-type: none"> - Continue phases of implementation.
Measurable Outcome(s)	Increased satisfaction percentages on “sense of belonging” on parent and student surveys after implementation.

THEME: Achievement (District Plan Goal #3)	<i>All students excel academically and will be prepared for their future success.</i>
Goal Statements	<ol style="list-style-type: none"> 1. All students will reach their full potential. 2. All students will receive a rigorous education K-12.
Achievement - Action Step 1:	Plan and deliver a rigorous education K-12.
Suggested Strategies	<ul style="list-style-type: none"> - Know and use the WSD Instructional Framework to plan lessons. - Develop, administer and/or refine common summative assessments and their data to guide professional collaborative dialogue. - Analyze student performance data to shape the instructional focus of each building's School Improvement Plan.
Person(s) Responsible	<ul style="list-style-type: none"> - Building administrators - Staff members - Content team leaders - Instructional coaches, Reading Specialists - District administrators
2020 -2021	<ul style="list-style-type: none"> - Maintain focus on ELA (elementary and middle school) and Math (elementary and secondary): <ul style="list-style-type: none"> - form/continue content steering committees, - implement and embed practices of the workshop model, - develop common summative assessments where needed, - build staff and student capacity in the areas of discourse, culturally responsive practices and Universal Design for Learning. - Develop common summative assessment for all content areas at the secondary level. - Guide the work of content team leaders, coaches, and building administrators using K-12 professional learning grounded in the K-12 Instructional Framework. - Conduct curriculum planning for High School ELA using the recommendations from the ELA audit and make recommendations to the school board for curriculum resources.
2021 -2022	<ul style="list-style-type: none"> - Focus on ELA at elementary and middle school and math at elementary and secondary: <ul style="list-style-type: none"> - form/continue content steering committees, - implement and embed practices of the workshop model, - develop common summative assessments where needed, - build staff and student capacity in the areas of discourse, culturally responsive practices and Universal

	<p>Design for Learning.</p> <ul style="list-style-type: none"> - Implement ELA curriculum at high school. - Expand work around common summative assessments and discourse to other subject areas.
Measurable Outcome(s)	Baseline data from common summative assessments, ongoing discourse walkthrough data at elementary and collecting baseline data at secondary, Forward Test data, ACT data.

Achievement: Action Step 2:	Engage staff regularly in practices that improve teaching and learning in all classrooms.
Suggested Strategies	<ul style="list-style-type: none"> - Participate in coaching cycles that support teachers' professional growth and contribute to increased student learning. - Explore expansion of AVID College Readiness System.
Person(s) Responsible	<ul style="list-style-type: none"> - Building administrators - AVID Site Teams - Staff members - Instructional coaches, Reading Specialists - District administrators
2020 -2021	<ul style="list-style-type: none"> - Conduct an AVID planning year at the middle schools and at three elementary schools, including professional learning at all schools in the areas of equitable instructional practices and access to rigorous learning for all students. - Targeted learning for coaches around co-plan/co-serve and Universal Design for Learning (UDL). - Relaunch co-plan/co-serve model grounded in equitable practices for all students. - Support co-plan/co-serve model and the tenets of a workshop model through structured coaching cycles.
2021 -2022	<ul style="list-style-type: none"> - Implement AVID at the middle schools and at three elementary schools; conduct AVID planning year at three additional elementary schools. - Support co-plan/co-serve model and the tenets of a workshop model through structured coaching cycles.
Measurable Outcome(s)	AVID Coaching and Certification Instrument (CCI) indicators aligned to district priorities, baseline data from common summative assessments, ongoing discourse walkthrough data at elementary and baseline at secondary, Forward Test data, ACT data.