Time Out Task Force

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Implicit Bias
How do my experiences and subconscious impact my interactions with students?

Cultural Proficiency
How can I enhance my classroom instruction to meet the needs of the diverse learners in my classroom?

MCGF
How can my sphere of influence be a welcoming and inclusive place for the diverse learners that I teach? How do our students see themselves in the content and curriculum?

Research Based Equitable Practices
How can I best meet the needs of ALL learners, particularly marginalized groups, with research-based practices?

- Vertical Alignment & Articulation
- Principals, Central Office, teachers, etc.

- TLC Leads
- Building PD
- Data Literacy with equity lens

- AVID
- Restorative Justice

- Scope and Sequence
- Student Climate Survey
- Curriculum Review
- Building events honoring diverse cultures
So how does this all fit?
Goal #1: Annually increase the percentage of students who are proficient in Reading, as measured by the Iowa Assessments, with a focus on closing the achievement gap for each sub-group measured under the Elementary and Secondary Education Act.

Goal #2: Annually increase the percentage of students who are proficient in Math, as measured by the Iowa Assessments, with a focus on closing the achievement gap for each sub-group measured under the Elementary and Secondary Education Act.

Goal #3: Annually improve the educational experiences for all children through culturally inclusive and responsive school environments and classroom instruction, as measured by various student assessments including the Biennial Youth Survey, with a focus on equitable outcomes for students in protected classes.
Culturally Proficient Classrooms
Creating Culturally Responsive Classrooms

Culturally responsive classrooms specifically acknowledge the presence of culturally diverse students and the need for these students to find relevant connections among themselves, with the subject matter and the tasks teachers ask them to perform.
Creating Culturally Responsive Classrooms

1. Self Assessment
2. Use a range of culturally sensitive instructional methods and materials
3. Establish a classroom atmosphere that respects individuals and their cultures
4. Foster an interactive classroom learning environment
5. Employ ongoing and culturally aware assessments
6. Collaborate with other professionals and families
**Continuum of Cultural Proficiency**

- **Cultural Destructiveness**: Forced assimilation, subjugation, rights and privileges for dominant group of students only

- **Cultural Incapacity**: Enact racist and unfair practices, maintain stereotypes

- **Cultural Blindness**: Ignore the differences of students in an attempt to “treat everyone the same.” In reality, only meeting the needs of the dominant group.

- **Cultural Pre Competence**: Explore cultural issues, are committed, and assess the individual needs of students

- **Cultural Competence**: Recognize individual & cultural differences, seek advice from diverse groups and stakeholders

- **Cultural Proficiency**: Implement changes to improve educational experience based upon cultural needs
Implicit Bias
ICCSD is experiencing racial disparities in student experiences and outcomes.

To overcome racial disparities, we will explore the ways that implicit bias may be a contributing factor.
Project
Three Year Map

– **Year One:** Teachers in 8 schools; all principals; central office staff; Equity Committee/School Board

– **Year Two:** Leadership teams in every building; teachers in 8 schools; new teachers in previous year’s schools; principals, central office, Equity Committee/School Board

– **Year Three:** Teachers in 12 schools; new teachers in previous years’ schools; principals, central office, Equity Comm/Schl Bd
Student Climate Survey Data
Student Climate Survey Data Focus Areas

- Teacher and mentor relationships
- Inclusive School Environment
- Disciplinary Environment
AVID
What is AVID?

• AVID is designed to increase school-wide learning and performance.

• The mission of AVID is to ensure that all students:
  – will succeed in rigorous curriculum
  – will increase their enrollment in four-year colleges
  – will become educated and responsible participants and leaders in a democratic society
AVID History

Beginning with one high school and 32 students in 1980, AVID now impacts more than 700,000 students in more than 5,700 elementary schools, secondary schools and higher education campuses. The AVID College Readiness System spans elementary through higher education.
Who does AVID Impact?

Every scholar, every day.
What is AVID Elementary?

• Embedded “best practices” throughout the day
• Explicit teaching of organization and responsibility
• A philosophy on learning
• For ALL students
How does AVID help students?

• Develop as readers and writers.
• Develop deep content knowledge.
• Know content specific strategies for reading, writing, thinking and talking.
• Develop habits, skills, and behaviors in which to use knowledge and skills.
Restorative Justice
Restorative justice is a revolutionary program based on respect, responsibility, relationship-building and relationship-repairing. It focuses on mediation and agreement rather than punishment. It aims to keep kids in school and to create a safe environment where learning can flourish.
How do we measure SUCCESS?
Questions?

There are a number of initiatives that are happening that specifically address inequity in our district. These are just a few.

What questions can we answer for you?