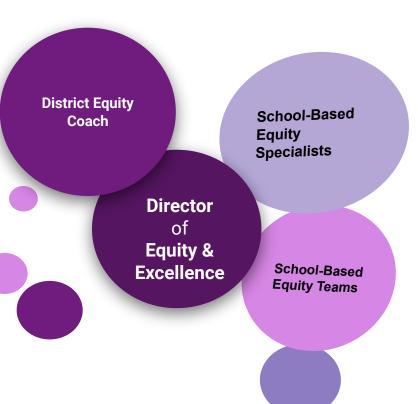# Department of E&E 2023-24 SY:
Where we are
Where we want to go
How we will get there

Structure, Focus, Follow-Through

I. Structure of Department
II. What Do We Want To Measure?
III. [To answer that, we will] Examine:
    A. Desired Results & Outcomes
    B. Analysis of Data
    C. Stakeholder Engagement
    D. [Implementing] Strategies for Racial Equity
    E. Implementation Plan
    F. Coaching
    G. Accountability & Communication
IV. Highlights within the Department of E & E

Department Structure:

- Director of E & E

- District Equity Coach

- School-Based Equity Specialists

- School-Based Equity Teams

District Equity Coach

School-Based Equity Specialists

Director of Equity & Excellence

School-Based Equity Teams

Measuring Progress

What does progress look like?
1. Improved attendance
2. Improved reports of feeling a sense of belonging, interest, acceptance
3. Improved scores/grades
4. Increase in caretaker participation in school activities
- How will we hold ourselves accountable?
- How will we measure progress?

We start with examining/determining:

1. Desired Results and Outcomes
2. Analysis of Data
3. Stakeholder Engagement
4. Strategies for Equity
5. Implementation Plan
6. Coaching
7. Accountability and Communication

Desired Results and Outcomes

1. Identify the goals of the state, city, and School Committee, & align, complement & enhance those goals:
   - Diverse Workforce*
   - Have (strong) DEI Policies & Practices*
   - Support Students in Equitable Access to Curriculum*

2. Understand our why in doing this work.
   - Investigate our understanding of belonging, inclusion and equity.
   - Understand why this is important to SPS.

*Department of Secondary & Elementary Education

THE VISION for equity in Somerville Public Schools is an educational environment where all students are *affirmed* and can *thrive - academically, emotionally, and socially.*

Analysis of Data

- Assess where we are in terms of equity across our schools/community
  - CFL Survey
  - Identify data areas in which we are missing segments of people or highlights trends or patterns of inequity
  - iReady; how we look at gaps in learning
  - Academic data and disaggregated by race
    - Working with Data Team re: how are our students doing in re: to race, language acquisition status, and poverty; are there gaps? They should not be predictable... are they?
    - What needs to be present to make those variables unpredictable
- Continue to analyze data across various identity categories (if possible) to understand impact. This can be done by:
  - Equity Audit
  - Pre and post surveys

Stakeholder Engagement

- Identify the stakeholders this impacts; across school, school leaders, families, and other support groups
  - **Caregivers**
    - Create ways in which we can be more inclusive
    - Create an "Equity Map" of the school's various stakeholders—identify areas where inequity is being experienced
  - **Students**
  - **Educators**
  - **Community**
  - **Events** that involve cross-collaborative efforts and attendance between district and city

Strategies for Equity

- Language alignment
  - [What We Stand For](#)
  - [Inclusive Vocabulary](#)
- Our central, guiding texts:
  - [Culturally Responsive Teaching & The Brain](#)
  - [Coaching for Equity](#)
  - [Inclusive Conversations](#)
- Onboarding and recruitment:
  - [Diversity Fair](#)
- Responsive Handbook

Implementation Plan

- ■ Identify the resources & tools to support these goals
  - New Educator Orientation
  - New Educator Professional Development
  - [ABAR 2nd Year Educator Series](#)
  - [Examining Texts Through A Lens of Equity](#)
  - [Work in schools](#) led by Equity Specialists
  - Equity Coaching and Consultation
  - Diversity Fair

Coaching

What is the role of the Equity Coach?

- **3 Main Components:**
  - Coaching
  - Consulting
  - Professional Development Design and Delivery

- Centered around expanding practices that advance equitable access, voice, belonging, engagement, and achievement while also addressing institutional patterns associated with students' racial and/or personal identities.

Equity Coaching

- Is a direct, practice-embedded, and highly personalized forms of professional support and development.
- Supports educators in providing the "opportunities, support, environment, high expectations, and resources that every student needs to achieve educational success, to feel valued, and contribute to a thriving community." (SPS Equity Policy)
- Is offered to direct service providers (educators, specialists, etc.), as individuals or teams, and lasts approximately 6 - 10 weeks. It is driven by educator-articulated interests and outcomes, as well as observations and data. ([Equity Coaching Rubric](#))
- Occurs weekly: coach supports instructional time in the classroom, facilitates a weekly debrief/planning meeting, and writes up notes with feedback and resources.

Number of Educators Supported Through Coaching: 19 (2022-23) : 8 (thus far, 2023-24)

Equity Consulting

- Consultations are available to just about anyone in the district.
- Consultation can be a one time conversation or a series of conversations
- Consultation can be about anything that is grounded in doing our best to ensure that all students, families, and colleagues are getting what they need to feel safe, seen, embraced, and able to do and share their best work and learning.

Number of Staff Supported Through Consults: 75 (2022-23) : 12 (thus far, 2023-24)

Professional Development Design & Delivery

Professional development is another area in which I support educator growth and development through the design and deliver of a range of equity-based PD:

- District Catalogue
- School-based (co-created) - working together with equity specialists, ILTs, & school-based teams to co-design, and deliver PDs rooted in specific school needs/culture.
- Community Partners

2022-2023 Topics - Deepening Equitable Practices Through Quick Data, Anti-bias, Anti-racist PLC, What is the Immigrant Experience?, Teaching Thanksgiving in a Socially Responsible Way , Trauma & De-escalation Strategies , Gender & Gender Identity, Differentiation in the Open Honors Classroom

2023 - 2024 Topics (this far) - Teaching the Black Freedom Struggle, Teaching for Black Lives, Using Anti-bias Practices to Create an Even More Welcoming and Inclusive School, Year 2 Educator ABAR, (Upcoming Healey - One Book, One School; Library Media - Rosetta Lee's Do you see me? Do you hear me?)

Accountability

Accountability: Communication

- **Tangible Tools**
  - Newsletters
  - Equity Libraries
  - Coaching Sessions
  - Affinity Groups
  - Informative Emails/Updates/Document Sharing
  - Professional Development for educators & administrators

Accountability: Communication

- Long term partnerships we would like to foster/continue:
  - MTPC
  - NCRA
  - AMSEL
  - BU
  - BC LLA
  - HGSE
  - Paul Gorski
  - Zinn Education Project: Teaching for Black Lives
  - Somerville Department of Racial & Social Justice
  - Somerville Department of Health & Human Services

Accountability: Measuring Effects & Progress

- Hiring of diverse staff
- Retention of diverse staff
- Promotion of diverse staff
- Student reporting
- Staff reporting
- Family/Caregiver Reporting
- Attendance
- Academic and test scores
- Special Education population
- Multilingual Learners (MLL)

Highlights

Brenda LeBlanc Jaster presented at the New England Association of Teachers of English (NEATE) Conference

Caeli conducted a workshop at NASW MA Conference & will be co-hosting the NCRA Conference in the ATL

Questions