DRAFT   Appleton Area School District Equity Plan 2017-2022

The Appleton Area School District does not discriminate against pupils on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or physical, cognitive, emotional, or learning disability in its education programs or activities.
The goals, objectives and actions in this plan are designed to address the needs
of any and all of these populations.

GOAL 1: CLASSROOM PRACTICES

Goal 1: Classroom Practices	Infuse culturally responsive practices in our classrooms and school buildings. Culturally responsive practices include those practices that are free from discrimination and bias while being welcoming, inclusive and responsive to the diverse experiences and needs of our school community.				
Valued Outcomes	1. Staff will respect and seek to understand diverse perspectives. 2. Students will feel valued as individuals. 3. Parents/Community members will feel welcomed and valued as individuals.				
Strategies to Achieve Valued Outcomes	**Timeline**	**Person(s) Responsible**	**Resources Needed**	**Evaluation Data**	**Measurable Outcome(s)**
KNOWING SELF: ACE provides shared belief experiences and other ongoing professional development for all staff (work with Great Lake Equity Center, Diversity Fox Cities, Casa Hispana, African Heritage Inc., Hmong American Partnership, etc.)		● Admin/ACE Committee ● Individual staff members through PLC conversations, staff meetings, late starts, and professional development opportunities	● ACE Committee and others to provide professional development activities ● Time in PLCs/ staff meetings/ late start	● Participants attendance ● Non-negotiable shared experiences	● 100% of participants will engage in shared belief experiences ● 100% will engage in other professional development
Share resources with staff in order to recognize their own biases, blindspots, strengths and challenges.		● Admin/ACE ● Individual staff members through PLC conversations, staff meetings, late starts, and professional development opportunities	● ACE Committee and others to provide professional development activities ● Time in PLCs/ staff meetings/ late start	● staff reflections	● 100% of staff members will engage in opportunities to recognize their own biases, blindspots, strengths and challenges

Strategies	Timeline	Person(s) Responsible	Resources Needed	Evaluation Data	Measurable Outcome(s)
Sharroky Hollie will provide culturally and linguistically competent training and coaching for staff		● Admin/ACE Committee ● ACI ● ELL	● Under 2 year contract with Sharroky Hollie	● Participants attendance	● Up to 50% of professional educators, 100% administrators for 2016-17 and 2017-18 school years
Disaggregated perceptual surveys will be developed for students, staff and parents/community		● PBIS ● ACE Committee	● Various surveys created internally and shared through Wisconsin RtI Center and Wisconsin PBIS Network	● Disaggregated Survey data	● District CSIP and site CSIP teams will review baseline data and determine specific measurable outcomes
Establish process, procedures, and norms for safe, "courageous" conversations between all school stakeholders.		● AASD CSIP teams ● PLC's ● Admin/ACE Committee	● 4 Agreements ● Courageous Conversation Compass ● Shared Belief statements	● Disaggregated survey data	● Integrate process, procedures, and norms for safe, "courageous" conversations into district CSIP plans.

GOAL 2: SCHOOL CLIMATE

Goal 2: School Climate	Grow and support positive trusting relationships across all AASD stakeholder groups and individuals. All staff members will work to build trusting relationships between students, staff, parents and community members.				
Valued Outcomes	1. Staff will interact responsively with all students, parents and community members. 2. Staff will facilitate dialogue that builds trust among all groups. 3. Students will feel emotionally and physically safe in the school environment. 4. Parents and community members will appropriately engage and interact in the school setting.				
Strategies to Achieve Valued Outcomes	**Timeline**	**Person(s) Responsible**	**Resources Needed**	**Evaluation Data**	**Measurable Outcome(s)**
KNOWING OUR STUDENTS BETTER: Ongoing professional development for all staff related to developing trusting relationships with students and families (work with Great Lake Equity Center, Diversity Fox Cities, Casa Hispana, African Heritage Inc., Hmong American Partnership, etc.)		● ACE Committee ● Building Administration ● District CSIP Team ● All Staff ● PBIS leadership team	● ACE Committee and others to provide professional development activities	● Participants attendance ● Non-negotiable shared experiences	● 100% of participants will engage in shared belief experiences ● 100% will engage in other professional development
Provide and promote varied opportunities to interact positively with all stakeholders Staff will understand family		● ACE Committee ● Building Administration	● Resources to support ongoing Community Gatherings and other opportunities for	● Parent/ Community member Surveys ● Staff Surveys	● Seek 100% representation of staff and parents from each school

systems Families will understand staff perspectives and background		● District CSIP Team ● All Staff ● PBIS leadership team	staff and parents/community members to interact and learn from one another		
Establish process, procedures, and norms for safe, "courageous" conversations between all school stakeholders.		● ACE Committee ● Building Administration ● District CSIP Team ● All Staff ● PBIS leadership team	● 4 Agreements ● Courageous Conversation Compass ● Shared Belief statements	● Staff Survey	● 100% of staff are aware of and understand the process, procedures, and norms for safe, "courageous" conversations
Invite cultural experts and diversity professionals		● Admin/ACE ● Committee ● Building Administration ● Staff Members ● PBIS leadership team	Resources include: ● Great Lakes Equity Center ● African Heritage Inc. ● Casa Hispana ● Dr. Sharroky Hollie ● Diversity Fox Cities ● Goodwill Ind. ● Other	● Presentation evaluations	● Offer 8-10 staff development opportunities for staff to attend throughout the school year and summer
Utilize student leadership clubs at all levels to provide a safe environment for all students		● Before and after school ● Cultural support created clubs ● Students on PBIS teams ● Peer mediation ● LGBT clubs, counselors, club advisors ● PBIS leadership team	● Cultural Support Specialists ● Club Advisors ● Guidance Counselors	● School wide data report ● Student perception survey	● 100% of schools will provide opportunities for school leadership clubs for all students to have a voice

GOAL 3: CURRICULUM AND MATERIALS

Goal 3: Curriculum and Materials	Assure that curriculum, materials, instructional practices, and assessment are free of discrimination and bias and celebrate the diversity of humankind.				
Valued Outcomes	1. Staff will provide and deliver culturally responsive curriculum and materials to students. 2. Students will use their knowledge and experiences to understand diverse perspectives and integrate skills and information. 3. Parents and community members will be aware of the curriculum and materials being used and appropriately share any concerns or questions that arise. 4. All Stakeholders will advocate for a greater understanding and appreciation of the contributions and enrichments of a diverse society through curriculum, instruction and assessment.				
Strategies to Achieve Valued Outcomes	**Timeline**	**Person(s) Responsible**	**Resources Needed**	**Evaluation Data**	**Measurable Outcome(s)**
ENGAGING IN COURAGEOUS CONVERSATIONS USING DATA: Collect disaggregated course enrollment data to share and discuss yearly with 7-12 administration and depts.	October Data Dig	● ACE Committee ● District CSIP Committee ● Site CSIP Committees ● PLC's	● Disaggregated data	● Determine baseline data	● TBD based upon October data dig
Develop an action plan to increase access to AP courses and career opportunities for all students, specifically the historically underserved students.		● ACI and ACE Committee ● Building Admin ● AP Teachers ● Guidance Counselors ● Gifted and Talented Staff	● Course enrollment data	● Determine baseline data	● TBD based upon action plan
Staff development to enhance skills in seeking and utilizing diverse materials and resources in an integrated meaningful and sensitive manner.		● ACI ● ACE Committee	● Great Lakes Equity Center ● African Heritage Inc. ● Sharroky Hollie ● Literacy Coaches ● Materials checklist	● Disaggregated surveys and focus groups	● ACE and ACI will meet annually to review the use of diverse materials and resources.
Infuse career information and opportunities through Career Based Learning.		● ACI ● CBL Committee ● Site CBL teams ● All staff	● Building advisory teams ● Career Cruising		
Develop a diverse team of students, staff and community members to review new and existing educational materials		● ACI ● ACE Committee	● Educational materials ● Materials checklist ● Committee	● Feedback form	● Broaden perspective when reviewing educational

					materials to ensure that new and existing educational materials reflect the diversity of our community
			● members ● Feedback forms		

GOAL 4: CO-CURRICULAR INVOLVEMENT AND SCHOLARSHIPS/AWARDS

Goal 4: Co-curricular Involvement	Provide equitable opportunities for all AASD students to take part in co-curricular involvement and scholarships/awards. All AASD students will be encouraged and supported to take part in co-curricular activities and scholarships/awards that address their strengths and/or interests.				
Valued Outcomes	1. Staff will encourage and support the involvement of all AASD students in co-curricular activities. 2. Students will engage in appropriate co-curricular activities. 3. Parents and community members will encourage and support students to engage in appropriate co-curricular activities. 4. Staff and community members will be encouraged to support students through the scholarship process.				

Strategies to Achieve Valued Outcomes	Timeline	Person(s) Responsible	Resources Needed	Evaluation Data	Measurable Outcome(s)
PROVIDING APPROPRIATE OPPORTUNITIES AND ACCESS FOR ALL: Collect disaggregated co-curricular and scholarships/awards data to share and discuss yearly with K-12 administration and departments.	October Data Dig	● ACE Committee ● District CSIP Committee ● Site CSIP Committees ● PLC's	● Disaggregated data	● Determine baseline data	● TBD based upon October data dig

Leadership opportunity for high school students to go to elementary or middle schools in all 3 areas
    ● Academics
    ● Sports
    ● Music
		● Building administrators ● Activities Directors ● Club/Activity Advisors ● Student leaders	● Co-curricular brochure	● Participation data ● Creation of District co-curricular brochure in multiple languages	● Defined increase in specific participation data for all populations ● 100% of students/parents have access to co-curricular brochure

Create attendance record for clubs at all levels		● Club advisors	● Clear attendance records	● Yearly	● Measure rise or fall in attendance
Student leaders in all areas will share information about co-		● Building administrators	● Co-curricular survey	● Co-curricular survey	● All school sites will gather feedback

curricular experiences with parent and community groups. Staff will gather feedback from students and families.		● Activities Directors ● Club/Activity Advisors ● Student leaders	disaggregated	disaggregated	from parent groups.
Acknowledging all scholarships awarded on Senior Recognition nights at all schools. Examples include: Tribal Communities, Casa Hispana, African Heritage Inc., etc.		● Building administrators ● School Counselors ● Community Groups	● Scholarship brochure	● Creation of District Scholarship brochure in multiple languages	● 100% of available scholarships recognized on Senior Award Nights.
Expand upon the diversity/breadth of awards given in schools (ex. beyond attendance, GPA, etc.)		● Building administrators ● School Counselors ● Community Groups	● Current list of available awards given by schools/District		● Yearly review of list