

# **EQUITY LENS ON SYSTEMS THINKING**

## **SHOREWOOD SCHOOL DISTRICT**

February 2020

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**Prepared by**

**UBUNTU** RESEARCH & EVALUATION

**Overview**

As Shorewood School District develops its five year strategic plan, UBUNTU Research and Evaluation intends to facilitate four sessions with community members to contribute recommendations to district wide strategic planning. These sessions prioritize systems thinking through an equity lens. An equity lens means considering the dimensions of equity in program and policy interventions by paying close attention to process and contextual analysis. This approach goes beyond standardized quantitative data to the analysis of behavioral change, complex social process and attitudes and collecting information on socially marginalized groups.

GOAL
<b>Provide Shorewood School District Leadership Team with 3-5 recommendations developed by community members.</b>
Objective 1: Ensure participants have a framework for equity to identify and prioritize recommendations
<p><b>Activity 1.1</b> Facilitate a two hour session on equity and systems thinking. (Workshop 1)</p> <p><b>Activity 1.2</b> Revisit equity framework at each session. (Workshop 1-4)</p> <p><b>Activity 1.3</b> Provide additional resources for individuals on equity and systems thinking. (Workshop 1)</p>
Objective 2: Collect data from participants at every session to add to synthesis of recommendations.
<p><b>Activity 2.1</b> Gather process feedback from each session from all participants. (Workshop 1-4)</p> <p><b>Activity 2.2</b> Collect summary responses and questions from each session through small group work and graphic recording. (Workshop 1-4)</p> <p><b>Activity 2.3</b> Review data with participants for integrity and clarity. (Workshop 2-4)</p>
Objective 3: Encourage community building practices among participants.
<p><b>Activity 3.1</b> Provide opportunity for small group work and dialogue in each session. (Workshop 1-4)</p> <p><b>Activity 3.2</b> Invite participants to engage on social media for continuous discussion.</p>

UBUNTU pushed critical dialogue with and among community members so that each workshop is a mutual learning opportunity for the participants and the district. Through this process, the community identified the following as the top 3 recommendations for the district school leadership team to consider.

**TOP 3 RECOMMENDATIONS**

- **Shorewood Public Schools should have a social justice curriculum that promotes equity by addressing racism, sexism, adultism, and other forms of systemic oppression. (40 votes)**
- **Shorewood Public Schools should create and utilize anti-racist pedagogy across the district. (34 votes)**
- **Shorewood Public Schools should address the culture of fear that has prevented classroom teachers, school administrators and district leaders from addressing issues of inequity and injustice. (30 votes)**

**Process****Workshop 1 | November 20, 2019 | Language and Practice of Equity for Systems Thinking**

In this session, we introduced core concepts to the community so that there was shared language concerning systems thinking with an equity lens. UBUNTU's framework for systems thinking focuses on components, character, and culture. Community members were also introduced to intersectionality as a framework for analyzing systems. Each community member had the opportunity to look at multiple systems of oppression and how they might impact a student's livelihood or experience while attending Shorewood Public Schools

**Workshop 2 | December 11, 2019 | Critical Visioning for Creating Equitable Systems**

Session two focused on visioning. In this session, participants explored principles and practices of the school district. Participants identified principles as values that currently guide the school district. After considering principles, community members focused on practices as recognized patterns in the district. Community members then worked in small groups to highlight their radical imaginations -- their visions for the district if everything was working according to their most affirming ideas of inclusivity and belonging within the Shorewood community.

**Workshop 3 | January 8, 2020 | Problem Identification**

During session 3, participants focused on identifying the specific problems that are barriers to fulfilling the radical imaginations shared in workshop 2. Participants took their radical imaginations to develop problem statements. These problem statements were used to do a root cause analysis exercise focused on countermeasures. Small groups worked together to identify the root causes of their problems. This information was used to identify the system level recommendations that community members were revealing through this backward mapping process.

## Workshop 4 | February 5, 2020 | Identifying Priorities and Recommendations

During the last session, each community member was given a workbook that included all of the definitions and frameworks shared across the four sessions including their shared responses to small group questions. After processing this information, the participants spent time discussing recommendations distilled from the previous sessions. In this report, we focus on that data.

### Recommendations

Through the sessions, community members provided input on what issues were most important to them as it relates to planning for the future of the district. By session four, there were nine recommendations that stood out. They are listed in the table below with sample quotes from documents generated in sessions 1 - 3.

#### TOP 9 RECOMMENDATIONS

**Shorewood Public Schools should increase the racial and gender diversity within the faculty, staff and leadership within every school building.**

- “teachers and leaders that a reflect our diverse student population”
- “diversity of staff based on race and gender”
- “with a teaching/leadership team that represents the diversity of our community”

**Shorewood Public Schools should focus on mental health wellness for faculty, staff, leadership and students from early childhood through adulthood.**

- “Use emotional intelligence program to build mental wellness from the ground up”
- “We will eliminate the stigma related to mental health concerns among students and staff and encourage and support health and wellness for all in our community and beyond.”

**Shorewood Public Schools should have a social justice curriculum that promotes equity by addressing racism, sexism, adultism, and other forms of systemic oppression.**

- “learning supported by the community w/a focus on life building, anchored by social justice”
- “unlearning racism”
- “adults don’t listen to young people”

**Shorewood Public Schools should address the culture of fear that has prevented classroom teachers, school administrators and district leaders from addressing issues of inequity and injustice.**

- “we need safety to take risks”
- “there is a fear of being judged”
- “fear of failing”

**Shorewood Public Schools should develop an overall change management framework that includes students, teachers, and administrators to move the district towards leading the area in achieving its racial equity goals.**

- “Lack of exposure to know how to change, I want to change & why change is

needed”

- “Lack of knowledge & action around the implementation of change.”
- “Never experienced failure. Assumptions about the effort change will require. Change is hard.”

**Shorewood Public Schools should reevaluate how time is used to limit opportunities for individual and collective growth to achieve equity goals.**

- “Teachers don’t have enough time”
- “time constraints to produce results”

**Shorewood Public Schools should create and utilize anti-racist pedagogy across the district.**

- “Implement an anti- racist, anti- bias curriculum district- wide.”
- “Don’t understand it affects all students- white students + students of color”

**Shorewood Public Schools should promote alternatives to college as pathways to success for all students.**

- “Expect kids to learn one way college ready is our measure of success.”
- “Academic rigor is believed to be the key to success in college for the household, maybe even the community.”

**Shorewood Public Schools should create and maintain a variety of instructional methods at all grade levels including but not limited to project-based learning, strong individual educational plans, and group learning activities.**

- “Individualized project based learning supported by the community”
- “Give students equitable individual education plans that are accompanied by adult advocacy within a system that prevents tracking”

Community members narrowed this list down to the top 5 recommendations:

- **Shorewood Public Schools should increase the racial and gender diversity within the faculty, staff and leadership within every school building.**
- **Shorewood Public Schools should focus on mental health wellness for faculty, staff, leadership and students from early childhood through adulthood.**
- **Shorewood Public Schools should have a social justice curriculum that promotes equity by addressing racism, sexism, adultism, and other forms of systemic oppression.**
- **Shorewood Public Schools should address the culture of fear that has prevented classroom teachers, school administrators and district leaders from addressing issues of inequity and injustice.**
- **Shorewood Public Schools should create and utilize anti-racist pedagogy across the district.**

Community members engaged the remaining five recommendations in two ways to outline priorities: in small groups, by reviewing seven key systems that district leadership understood as significant and individually, by rating their top 3 recommendations.

## TOP 3 RECOMMENDATIONS

- **Shorewood Public Schools should have a social justice curriculum that promotes equity by addressing racism, sexism, adultism, and other forms of systemic oppression. (40 votes)**
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In small groups, community members looked at specific recommendations across seven district systems and identified questions, concerns, and anticipated observable results. The final session had 55 participants and worked in ten small groups before voting on their top results.

### **Seven District Systems**

- Professional Learning - Structured opportunities to build educator capacity through collaboration and targeted ongoing learning for the purpose of improving student outcomes.
- Curriculum, Instruction, & Assessment - What students learn, how they learn it, and how we know students have learned it. This includes: Response to Intervention (Universal and Tiered Instruction), Scheduling/Tracking, Special Education Service Delivery
- Staff recruitment/retention/development - The way in which the district finds, hires and supports the personal well-being and belongingness of all staff.
- Student Discipline - Policies, and explicit or implied expectations, designed to norm behaviors and reinforce school and community values through prescribed consequences and interventions.
- After School Opportunities/Extracurriculars - All students are able to participate in any activity of interest in a meaningful way.
- Family and Community Engagement - Communication and collaboration between and among schools, families and the broader community.
- Resource/Financial Management - Budgets allocated to District Departments and Buildings to support staffing, programming and materials.

On the following pages, we share the questions, and anticipated results for each recommendation and system.



**Shorewood Public Schools should increase the racial and gender diversity within the faculty, staff and leadership within every school building.**

<p>Professional Learning</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How does professional learning apply to existing staff pool?</li> <li>• Do we know the racial / gender background of all teachers?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Current staff will be trained and will embrace the value of diversity and adopt behavior that supports equity.</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• Racial and gender diversity does not automatically increase equitable practices.</li> </ul>
<p>Curriculum, Instruction, &amp; Assessment</p>	<p>RESULTS</p> <ul style="list-style-type: none"> <li>• Empower the diverse staff to develop equitable curriculum.</li> <li>• Veteran teachers can learn from newer teachers.</li> </ul>
<p>Staff Recruitment, Retention and Development</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How do we emphasize what Shorewood offers other than money?</li> <li>• How do we shift practices?</li> <li>• Who will lead professional development for that person, building new networks?</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• Self-perceived, social, progressivism</li> <li>• Public reputation can be a barrier for recruitment</li> <li>• The belief that by committing to this work that Shorewood will eradicate racism -- this belief interferes with preventing further harm</li> </ul>
<p>Student Discipline</p>	<p>RESULTS</p> <ul style="list-style-type: none"> <li>• Shift discipline to restorative practices</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• In a restorative practice, it isn't discipline. It's student support.</li> </ul>
<p>After School Opportunities and Extracurriculars</p>	<p>RESULTS</p> <ul style="list-style-type: none"> <li>• Encourage and support diverse staff to lead after school activities</li> <li>• Activity leaders proactively recruit students of color</li> </ul>
<p>Family and Community Engagement</p>	<p>RESULTS</p> <ul style="list-style-type: none"> <li>• Increased communication with families</li> <li>• Viable mentoring system implemented</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• Parents expectations are too high -- there is no "grace period" for new staff to learn</li> </ul>
<p>Resource and Financial Management</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How do we leverage and promote non-monetary benefits of working in Shorewood?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Increased number of teachers in the district</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• Be prepared to pay more for a new recruit of color to attract the teachers we need</li> </ul>



**Shorewood Public Schools should focus on mental health wellness for faculty, staff, leadership and students from early childhood through adulthood.**

Professional Learning	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• What does MTT expertise look like in the classroom?</li> <li>• If we use PL time for wellness, where is the time for PL related to instruction?</li> <li>• Is there concern and commitment around mental health support for adults?</li> <li>• How is a healthy work/life balance sustainable in this profession?</li> </ul>
Curriculum, Instruction, & Assessment	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How might we integrate wellness into the curriculum?</li> <li>• How does the current system/curriculum impact the mental health of staff and students?</li> <li>• How can we teach about mental health in ways that will counter the stigma?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• We know every student who has an ACE score of 3 or more.</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• Feeling unqualified to teach wellness.</li> </ul>
Staff Recruitment, Retention and Development	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How do we support teachers trying to do a heavy job?</li> <li>• How do we help teachers cope with the stress of the job?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Designated Space for teachers to destress during the day.</li> </ul>
Student Discipline	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How can we make sure we're disciplining students in a way that is consistent with mental health?</li> <li>• How can we create a system that would support students who are experiencing temporary mental health struggles?</li> <li>• Where does zero tolerance fit in with wellness?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Crisis plans that meet the needs of the student</li> <li>• Wellness = less referrals, more regulation, response vs. reaction</li> </ul>
After School Opportunities and Extracurriculars	<p>RESULTS</p> <ul style="list-style-type: none"> <li>• Transportation for all students</li> <li>• More extracurriculars that are not competitive</li> </ul>
Family and Community Engagement	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How do we involve the community?</li> <li>• How might we help support the work outside of school so it's continuous?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Proactive Wellness programs, brain health and wellness device usage</li> <li>• Students would feel safe and accepted at school, home and in community</li> </ul>
Resource and Financial Management	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How can we utilize insurance to help offset cost?</li> <li>• Children's grant expires in 1.5 years and then what?</li> </ul>



**Shorewood Public Schools should have a social justice curriculum that promotes equity by addressing racism, sexism, adultism, and other forms of systemic oppression. (high priority)**

<p>Professional Learning</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How will the learning be prioritized for all marginalized groups?</li> <li>• What curriculum exists already for all marginalized groups?</li> <li>• What kind of training have staff received already?</li> <li>• What time can be allocated to this work?</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• Do we have enough staff consensus on the importance &amp; best practices of this work?</li> </ul>
<p>Curriculum, Instruction, &amp; Assessment</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• Do we offer options for learning about all marginalized groups?</li> <li>• To learn about historically marginalized groups integrated or separate?</li> <li>• Will it feel like other info is being reduced?</li> <li>• Who is making final decisions?</li> <li>• Why did the children March in Birmingham despite water hoses?</li> <li>• What was the strategy?</li> <li>• What do we think about it?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Create increases across classes and grades to extend social justice understanding in a coherent way.</li> <li>• Invest in horizontal and vertical alignment to do social justice curriculum well.</li> <li>• Teach explicitly about how collective power is gained and strategic lessons of key efforts and movements</li> <li>• Teach how social justice happens not that it happens.</li> <li>• Portfolio assessment of all students demonstrated key criteria. 'Addressing at least one curriculum in the first year</li> <li>• Give students a voice in building curriculum</li> </ul>
<p>Staff Recruitment, Retention and Development</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How can we be more inviting for applications who are from diverse backgrounds?</li> <li>• How do we ensure more diversity in all marginalized groups? How do we advertise to more diverse groups?</li> <li>• How do we continue to support staff? Ongoing processes? Recruitment?</li> <li>• Is this a question in the interview process? Aligning beliefs/values?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Up student achievement, more diverse staff hired and retained over time.</li> <li>• Staff recruitment, retention and development</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• Retention - Training and support in implementing curriculum, sense of belonging</li> </ul>
<p>Student Discipline</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How can we make it universal based equity?</li> <li>• How are we teaching about this in our schools?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Discuss discipline policy with students so there's understanding from both sides</li> <li>• Alternatives to traditional discipline and interventions</li> <li>• Create student advisory group on school discipline policy</li> </ul>

	<ul style="list-style-type: none"> <li>Engage students in discussion and engagement with social justice aspects of discipline</li> <li>Involve students in improving discipline policies</li> <li>Stick with restorative justice to learn from issues and connect to what we learn</li> </ul>
<p>After School Opportunities and Extracurriculars</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>How can we extend experiences to get deeper in social and cultural offerings?</li> <li>Can there be new or different activities and financial access to them that do not reinforce or actively break down the systems of oppression?</li> <li>How do we ensure financial equity of access to after school programs?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>After school have the bravery to support the emergence of student efforts to confront injustice as part of after school.</li> <li>After school collaborate with and pay community partners on social justice projects.</li> <li>Coaches/mentors for extracurriculars should be involved/empower all staff to be educators</li> <li>After school extends active learning activities for students and staff</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>Do clubs and organizations feel supported?</li> </ul>
<p>Family and Community Engagement</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>How can the district continue momentum to pull in community members without direct connection to schools (non-teachers, non-parents, etc.)?</li> <li>How does school encourage more perspectives especially from people who aren't typically heard or can't always participate?</li> <li>How do we include multiple perspectives, including from those historically marginalized?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>Bring community in to engage (not just watch) outcomes of social justice pedagogy</li> <li>Find community issues that students can work on from a social justice perspective</li> <li>Resources for "experts" to inform students/staff about experiences without tokenizing</li> <li>Ongoing forums for students and/or families to share their experiences (good + bad)</li> <li>Student voice is observable in creating social justice</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>Trust working for ALL students, All students need this instruction</li> </ul>
<p>Resource and Financial Management</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>How do we get taxpayer buy-in?</li> <li>How do we get people to give something up for equity?</li> <li>Where is it in the budget?</li> <li>What is the impact if we don't do this?</li> <li>Where will money come from, additional funding?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>An assortment of curricula to choose from and time for teachers to learn it and make it work</li> <li>Exciting field trips to spark student and staff engagement.</li> <li>Outside people with experiences to inform staff and students</li> <li>Send teachers to conferences about equity</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>If reallocating money, sensitivity about other programs being affected.</li> <li>How to know the best opportunities for staff, Prioritizing curriculum materials, SEED or other fundraising opportunities</li> </ul>



**Shorewood Public Schools should address the culture of fear that has prevented classroom teachers, school administrators and district leaders from addressing issues of inequity and injustice. (high priority)**

<p>Professional Learning</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• Will PD on failure/ grace lead to more people teaching social justice?</li> <li>• What resources can be available when I feel out of my element?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Number of teachers including social justice in the curriculum</li> <li>• Increased staff engagement in voluntary responsibilities</li> <li>• Sense of belonging for students. - Measure</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• There has been a lot of PD related to this already</li> <li>• Expectations about colleagues challenging and talking openly on these issues.</li> </ul>
<p>Curriculum, Instruction, &amp; Assessment</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How can we work with each other (k-12) to write curriculum that address inequalities/ anti- racist curriculum?</li> <li>• How can we bring in outside resources/ other partners [staff cohorts] together so that we can do this work in less isolation?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Students will understand race/ equity better.</li> <li>• Teachers have access and strategies that diversify content for all students</li> <li>• Shorewood has 2 university students co-developing this curriculum. Year after year.</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• Work will be done but in certain grades/ courses/ won't have universal drive.</li> </ul>
<p>Staff Recruitment, Retention and Development</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How can we address a systemic issue while are in a systemically racist system?</li> <li>• How do we continue supporting teachers who have been in the district starting their racial journey/learning?</li> <li>• How do we help them feel valued as we are hiring new diverse teachers?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• More diverse staff</li> <li>• Less staff with fear</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• People will lose their jobs</li> <li>• How do we attract people to this district with the narrative that this is a racist district?</li> <li>• The narrative that if you address inequities you may/will get fired.</li> </ul>
<p>Student Discipline</p>	<p>RESULTS</p> <ul style="list-style-type: none"> <li>• Perception that discipline for blacks is different no longer exists</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• Clashes occur over these topics, potential to spill over to recess time</li> <li>• Fear of differences - exposures - an excuse for kids not to participate</li> <li>• Disciplinary policies are not equitable or consistent from building to building. This leads to confusion amongst students and staff</li> </ul>

<p>After School Opportunities and Extracurriculars</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How do we get more staff to see this work being done?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• More opportunities for teachers to present about how they are incorporating</li> <li>• More groups/clubs/ideas that reflect social justice</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• Student access - making this more accessible</li> </ul>
<p>Family and Community Engagement</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• Can families and community members come together in a panel or restorative justice circle when something goes wrong in the classroom?</li> <li>• What has outreach looked like for recruiting families of color to attend equity groups?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Less Shorewood based community/family engagement opportunities, more other/neutral locations</li> <li>• Less territorial about what each building does.</li> <li>• More parent, school collaboration, communication, community members, groups and students</li> <li>• At high school sporting events - parents intermingle. Not families of colors together and white families elsewhere</li> <li>• When something goes wrong bring in communities and families to address</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• Whose voices will be heard and whose won't?</li> <li>• Humility - people weighing/driving decisions in areas they don't have expertise</li> </ul>
<p>Resource and Financial Management</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• Will teachers be given the money to purchase new curriculum that support equity work?</li> <li>• How do we allocate funds in order to address fear and inequities?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Hired outside resources to address the culture of fear topic among staff, such as a restorative justice circle.</li> <li>• Designated funds to have two adults in the room for challenging topics</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• Teachers may feel fearful of asking.</li> <li>• Equality does NOT equal equity. Could lead to worse staff morale.</li> <li>• Taking courses to move up the pay scale but not necessarily towards this framework</li> </ul>

**Shorewood Public Schools should create and utilize anti-racist pedagogy across the district. (high priority)**

<p>Professional Learning</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• Who is providing the PD( an outside agency, district staff, etc) and how do you make it consistent among schools and staff?</li> <li>• When would these opportunities occur and how often?</li> <li>• How will you plan for the expected pushback?</li> <li>• How many PD days would this take?</li> <li>• How many years would this take?</li> <li>• Who will lead this per building?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• In one year, there would be increased awareness of personal participation in racist systems.</li> <li>• Timeline for rollout</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• Teachers are scared about making a mistake and then blowing up into a thing. YWCA unlearning racism for every staff member. Grant or donation.</li> <li>• This will be seen as forcing liberal values on kids.</li> <li>• the wall of white fragility?</li> </ul>
<p>Curriculum, Instruction, &amp; Assessment</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How can we authentically assess anti racist outcomes?</li> <li>• Are we assessing awareness?? Or Behavior?</li> <li>• How will anti-racist pedagogy be reflected in regular summative assessments?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Good project based learning</li> <li>• African American History wouldn't start with slavery.</li> <li>• Students are able to identify implicit bias.</li> </ul>
<p>Staff Recruitment, Retention and Development</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How do we convince teachers to admit ignorance and give up autonomy</li> <li>• How do we leverage this choice to attract teachers, staff of color?</li> <li>• How do teachers feel about this work? Surveys? Interviews?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• More non-white staff and teacher voices elevated</li> <li>• New voices and perspectives are shared</li> <li>• Continue multiple avenues of advertising for diverse identity</li> <li>• All students will feel a greater sense of belonging and connection to staff.</li> <li>• All students have a more diverse and positive experience with various people preparing them better for a diverse workplace as an adult</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• How do we keep long-tenured staff from panicking and bolting?</li> <li>• If done incorrectly, or without fidelity, could further damage experience for staff of color and in recruitment</li> </ul>
<p>Student Discipline</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How does the district continue the current work with restorative practices so its united across district consistently as a way to help reduce student conflict and enhance student connectedness?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do we help teachers understand the connection between behavior and student engagement/inclusion?</li> <li>• How would we address (After identifying) teacher bias in regards to discipline? Accountability?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Suspension data would not be as disproportionate by race and disability as it currently is.</li> <li>• Students and community understand when bias is root cause of negative behavior</li> <li>• Less students of color, particularly Black boys, identified or referred to Special Ed</li> <li>• Discipline data would have a decrease in disparity between white and black students</li> <li>• Setting kids up for success, grouping of kids coordination</li> </ul>
<p>After School Opportunities and Extracurriculars</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How do (or do we) address access disparities where income and race intersect?</li> <li>• How would you educate coaching staff as well?</li> <li>• Does the district have a system of determining what activities are available after school?</li> <li>• How could the Recreation department partner in this work?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Extracurriculars would exhibit the same make-up ratios as student population</li> <li>• All students would find one activity to feel included in</li> </ul> <p>CONCERNS</p> <ul style="list-style-type: none"> <li>• Some extracurriculars have racist gatekeepers</li> </ul>
<p>Family and Community Engagement</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• How are we currently engaging families and community assessment?</li> <li>• How are we being a “village” to students who live outside the district?</li> <li>• How are we including all students and family?</li> <li>• How do we make room for all district families?</li> <li>• How will you educate the public/parents on being anti-racist?</li> <li>• How will you educate the community on how and why this pedagogy will happen?</li> <li>• How do we get all families to value and participate actively in this work?</li> <li>• How can we work with the village to better coordinate planning of events to prevent conflicting events?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Series of community meetings to explain new curriculum</li> <li>• Challenge homes and businesses to declare themselves and demonstrate they are anti racist</li> <li>• Diverse advertising and employment</li> </ul>
<p>Resource and Financial Management</p>	<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• What is the district doing currently to provide educational experiences through connections/opportunities with the greater Milwaukee community?</li> <li>• What is the funding mechanism for trips, orchestra/band, language, etc. Can we establish a donor pool?</li> <li>• How much money to implement?</li> <li>• Where does the district get the finances to purchase the curriculum?</li> <li>• How long would it take to evaluate current curriculum and texts?</li> <li>• What is eliminated?</li> </ul> <p>RESULTS</p> <ul style="list-style-type: none"> <li>• Money spent every class evaluated for inclusion</li> </ul>

**About Ubuntu Research and Evaluation**

UBUNTU Research and Evaluation is a beloved community of strategists committed to developing solutions through research and evaluation methods with individuals, organizations and communities.

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