

Every Child.



Every Day.

**WEST HARTFORD
PUBLIC SCHOOLS**
Prepare and inspire all students!

Equity Diversity Council

A Year In Review

We will explore

01

Who we are

02

*The work this
year overview*

03

*Our work in
action*

04

*What we
learned*

05

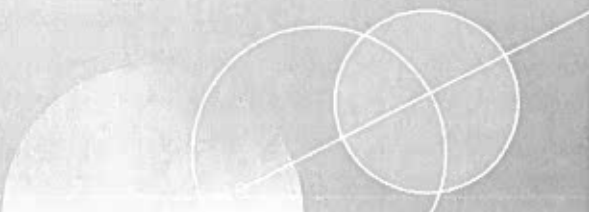
What's next

06

Questions



EDUCATION



Equity & Diversity Council

EDC



**WEST HARTFORD
PUBLIC SCHOOLS**

Prepare and inspire all students!



"This work has made me better as an educator and human being"

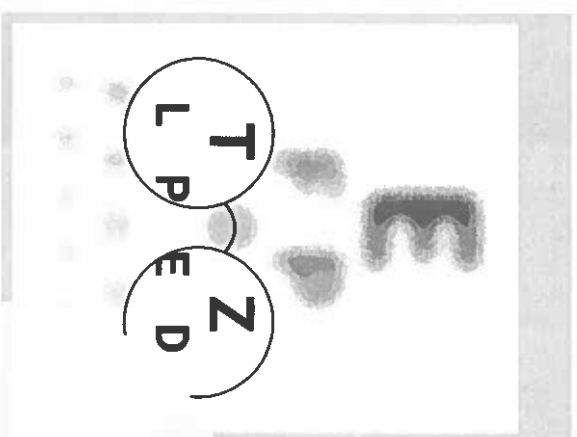
~ EDC Member

This Year's focus

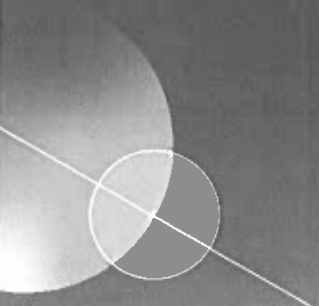
We have lifted up some key areas to help move us closer to our equity goals:

- **Centering Student Voice and Lived Experiences:** Elevating youth perspectives as a guide for meaningful equity work.
- **Deep Professional Learning and Identity Reflection:** Ongoing development around culturally responsive and sustaining education, restorative practices and system analysis.
- **Reflection as a Core Equity Practice:** Honoring educator dialogue, continual growth, and vulnerability as essential to equity transformation.

DEFENDING
EDUCATION



Equity In action





Morley School



Initial Goal(s) for the year:

Creating "systems knowledge" of programming to support diverse needs
Creating a sense of belonging amongst staff that crosses departmental/grade level boundaries

EVOLVED GOAL:

Establishing a sense of belonging for both teachers and students within the school environment and between those stakeholder groups.

Street Data Impact:

True sense of belonging of students and teachers
Root cause of "they/I don't belong here" feelings
Personal history/bias examination
Relationship exploration
Helping teachers see how they collect Street Data each and every day!

The Power of a Read Aloud

The power of a read -aloud in elementary schools, when carefully selected, lies in its ability to amplify diverse voices, foster empathy, and create inclusive spaces where all students' experiences and perspectives are valued, promoting both literacy and equity.

A read aloud builds trust, amplifies student voices, helps create safe spaces, helps with emotional expression, encourages active listening and reflection, and provides rich data for instructional decisions.

I listened to what my students needed:

"Mr. B, can you read us a story on the rug?"

Reflection is KEY!

Asking students "What did you like about that?"

How did it make you feel?

How can we do this more during the day?



By listening to a story, students are not just listening to the words, but are also responding to what they hear with actions that demonstrate we care.

After reading, we talked about the story, we discussed it, talked about our feelings, and engaged in meaningfully rich conversation.

This activity, reinforces my why.

The EDC work this year has helped by...

Providing meaningful time for purposeful reflection

Provided dedicated time to building based planning

Allowed for purposeful planning for our problem or practice

Challenging us to think critically about our equity work at Morley

Empowering me as the EDC to have a leadership role in my building.

Greatest challenge in this work...

Time is every teacher's most valued commodity

Time to research, plan, and deliver authentic building -based PD

Convincing stakeholders that the time investment on this topic is impactful

Timing: When does our equity practice match our equity belief?

Thinking for the 25 -26 school year ...

Continuing with our monthly
Fairness Focus activities.

Engage staff in courageous
conversations that put teachers in
a place to be truthfully self -
reflective.

Building out Morley's Community
Groups to do more activities.

Provide more opportunities for
staff to engage in truthful,
courageous conversations.

More offerings by our CHEER
committee

Continue our efforts to bring more
teachers onto Morley's EDC
committee.

Will Morley students feel
the impact of our
efforts?

YES!

It is our hope that our students
will feel the impacts of our
efforts in the following ways:

Students (and staff)
engaged in focus groups
about their sense of
belonging amongst other
topics.

Student - centered
programming for the 2025
2026 school year and
beyond.

Students will see their teachers
model expected behaviors,
conversations, and feelings of
belonging, inclusivity with each
other.

How can adults
be available to
you?

Is there
anything at
school that
worries you?
Where in school
do you feel
most
comfortable?

How do others'
behaviors in
your classroom
make you feel?

No collect street data everyday, what we do with it is what matters most.

Tomorrow's lessons, tomorrow's unexpected enlightenment, and tomorrow's needs may depend on today's decisions that will impact both us as their teacher, but them as the student that will forever remember our service to them.

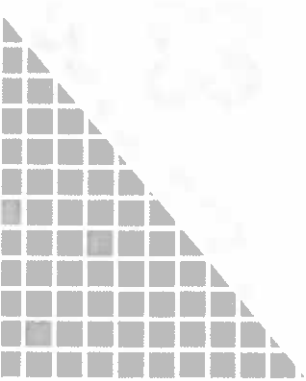


SEDDGWICK MIDDLE SCHOOL

PROBLEM OF PRACTICE:

Growing a catalog of culturally

responsive-sustaining academic & behavioral interventions

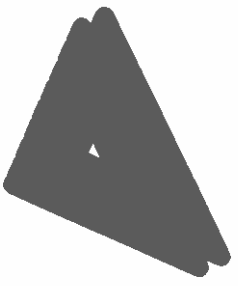
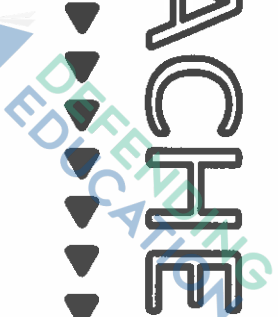




TEACHERS

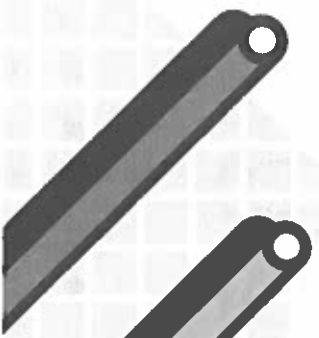
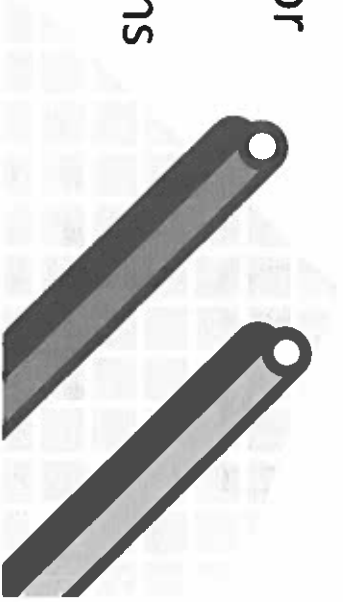
TEACHING

TEACHERS



Station Rotation:

Presenters offered eleven stations aligned with the West Hartford Framework for Effective Instructional Practice:
Instructional Strategies: Station Options





Participant Feedback

- “I loved learning about what my colleagues are doing to foster student **ownership and engagement** in their work.”
- “The **enthusiasm** of the presenters was **infectious!**”
- “My teaching was feeling a little tired and **this was the jump start I needed** .”
- “**High leverage strategies** like these are applicable across all disciplines.”
- “This CSI was **highly effective** ! Everything from the design to the information presented was very valuable.”
- “Chances are, another teacher in the building has a strategy for anything you may be having difficulty with. **Learning from other teachers is highly valuable.** ”





Presenter Feedback



- “I’m not always confident sharing my teaching strategies in this type of setting—I never want to waste people’s time or come across as boastful. However, the information I presented was extremely well received, and **it was amazing to see people genuinely excited to try out some of the strategies I shared. It made me feel more confident in myself and my skills.** ”


- “Teachers always want to walk away from a CSI with **practical strategies they can bring back to their classrooms** , but unfortunately, many CSIs don’t provide that opportunity. However, this “teachers teaching teachers” approach did just that, and I believe more people would love to participate in CSIs like this more often.”

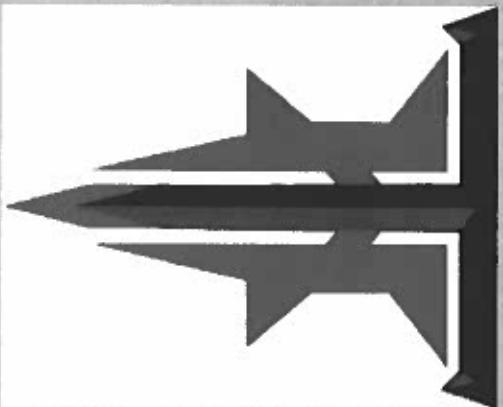
- “**I would love to do this again.** ”



Next Steps:



- Create a similar professional learning experience focused on **behavioral interventions**
 - Continue our work with **restorative practices** .
Instructional rounds (with admin, faculty, students) focusing on *Street Data* Social Justice Pedagogy.
 - **Peer-led PD Snapshots** - incorporate into staff meetings from a faculty-led perspective.
- 



Hall

Problem of Practice: Build shared understanding and capacity to create a sustainable, inclusive culture where everyone feels welcomed, safe, and empowered to succeed.

Plan to Address Problem of Practice

- Engage students, staff, and families in focus groups, student-led learning, and PD to co-create sustainable, culture-shaping experiences at Hall. Use surveys, feedback, and reflection to guide and evaluate impact.

Parent Focus Groups

- 1/20/25
- 1/27/25
- 2/10/25

Student Mid Year

Student Athlete
Leadership



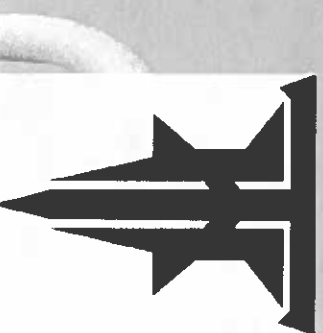
Staff Feedback - CSIPL

Student Focus Groups / Community

- 4/1/25
- 4/2/25

Staff Mid Year

Student Fac
Committee





Aiken Problem of Practice:

Identify students who feel less connected and improve our practices to help all students feel a sense of belonging.

- Surveyed all staff to identify students they felt may not feel a sense of belonging.
- Surveyed students in grades 3-5 to allow them to self-assess feelings of belonging.
- Compared data between surveys.
- Determined action steps.



Student Responses

"Some things make me feel like I belong are when my friends understand me and know my boundaries."

"When someone asks me if I am okay on my bad days."

Protected, accepted, included, feels like home

"Being acknowledged, feeling I can trust teachers and feeling accepted."

Feeling Safe, comfortable, fitting in, finding your people

Nothing really makes me feel like I belong here, but I feel welcomed at least."



Data Findings...

- 16 students mentioned by 3 or more staff members.
 - 10/16 - Male - 63%
 - 6/16 - Female - 38%
- 10/16 of these students did not start at Aiken in kindergarten.
- Demographics



	Asian	Black	Hispanic/ Latino	White	Two or More Races
School Demographics (K-5)	12%	9%	15%	57%	7%
Students mentioned more than 3 times	25%	19% ★	6%	43%	6%

Next Steps: What can we do as a staff to help all students feel like they belong at Aiken?



Staff Ideas for Student Belonging
Student Ideas for Belonging
Community Building Events
Changemakers Club



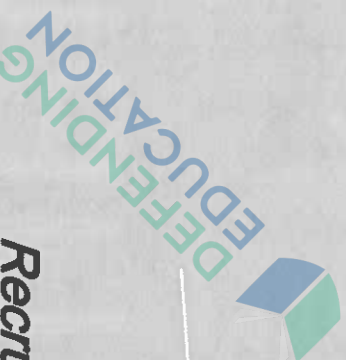
Next Steps

EDC & Leader pd

We remain committed to offering meaningful opportunities for our EDC Members and Leaders to expand their knowledge and push themselves as lifelong learners.

Building a restorative culture

The EDC plays a vital role in shaping and leading professional learning alongside school administrators. This summer, we will be developing professional development sessions to further support and strengthen this work.



Closer partnership

The Office of Equity Advancement will partner with each school to support progress toward their identified problem of practice.

Recruitment

We remain committed to expanding opportunities for staff to participate in the EDC. Both our full-day sessions and after-school meetings will continue to offer meaningful spaces for engagement.

Thank
you!

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