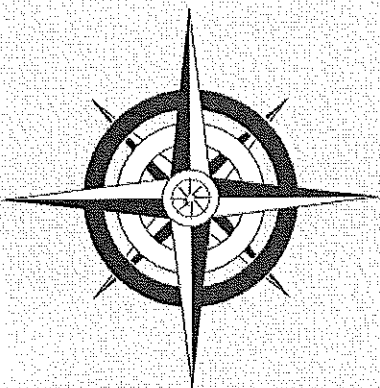
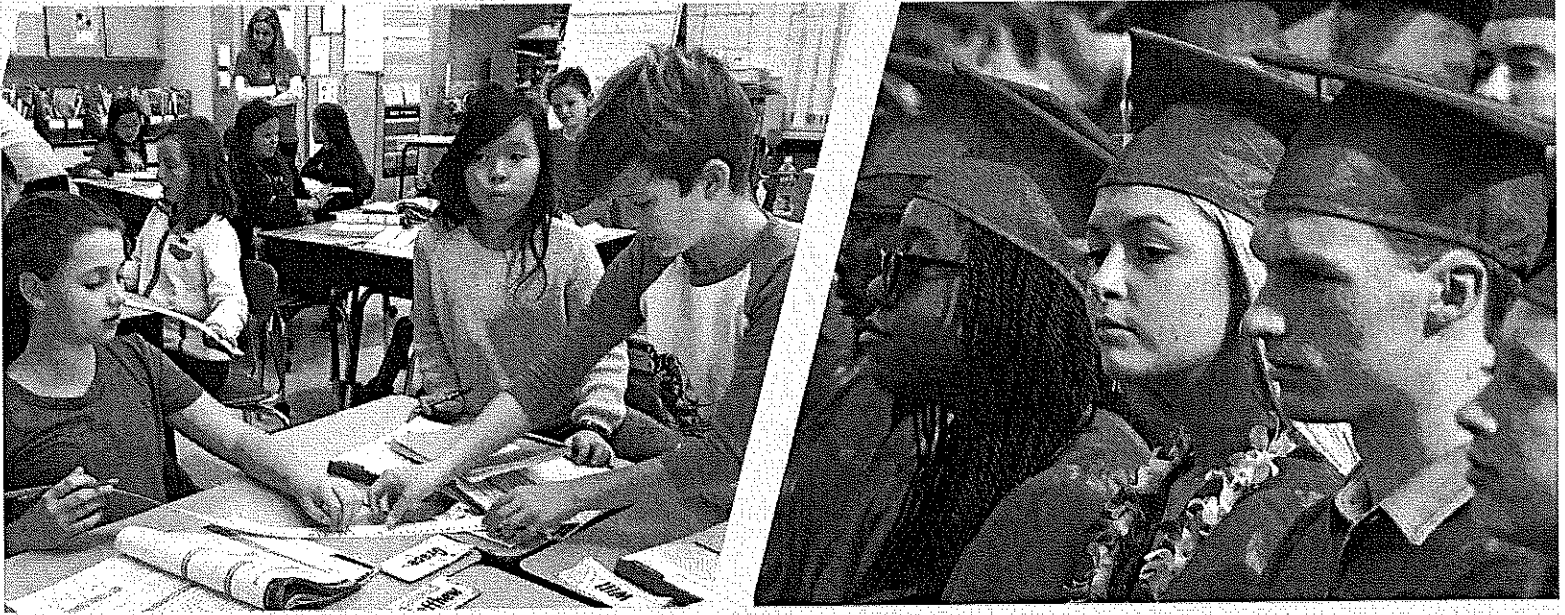


WPS Equity Strategic Plan

2020 - 2025 School Years



WELLESLEY PUBLIC SCHOOLS

Learning • Caring • Innovating

Dr. David Lussier, *Superintendent*

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WPS EQUITY STRATEGIC PLAN 2020-2025

Our Core Values

Academic Excellence

Commitment to Community

Respect for Human Differences

Cooperative and Caring Relationships

Diversity, Equity & Inclusion Mission:

We believe it is our moral responsibility to welcome, celebrate and affirm the full spectrum and intersections of human differences in, and beyond our community. We will create a culture that celebrates advocacy and pursues justice for all, especially those from historically marginalized communities. We will practice risk-taking, and challenge one another to continuously examine systems of privilege and bias, and work collectively to disrupt and dismantle inequity in all its forms.

The Equity strategic plan is a written expression of the Wellesley Public Schools' commitment to equity as an anchor and strategic priority of our District's strategic plan. The commitments and ensuing goals reflect a cross-departmental effort through the work of the Office of Diversity, Equity & Inclusion, Teaching & Learning, Human Resources, Student Services, METCO, among others.

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BRIGHT SPOTS

Invested Faculty & Staff

"We accept all of our students no matter the background. We have built such a strong bond with students and families, that I hope we can all talk to each other about racism..."

80%

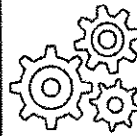
WPS Faculty and Staff often think about what students of different races, ethnicities, or cultures experience.

"I have seen teachers with Black Lives Matter signs outside their classrooms, equality posters inside classrooms, and I am so appreciative."

85%

WPS Faculty and Staff responded to first Panorama Survey on Educator/Staff experience

"I am grateful to be working in a district that helps us be better teachers and citizens..."

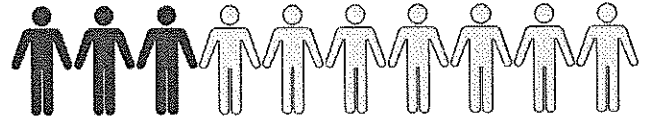


CHALLENGES

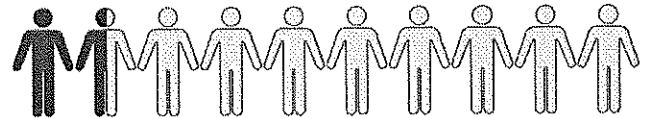
Significant Disproportionality & Persistent Opportunity, Achievement Gaps

WPS Black and Hispanic students are 3 to 4 times as likely as their peers to be identified with a communication disability, an emotional disability, or a specific learning disability.

30.8% of African American/Black, Hispanic or Latinx students have an IEP



16.7% of White students have an IEP



Upperclassmen Enrollment in Advanced Placement courses*

**70% of Asian students
51% of White students
42% of Hispanic students
16% of Black students**

**In SY 2018-19*

How confident are you that colleagues can have honest conversations about race, even when uncomfortable?

22%

Faculty and Staff responded favorably

**Fall 2020 Panorama Survey Data*

IMPACT OF COVID19

The onset of COVID19 provided both challenges and opportunities for the District's equity work. It created a heightened awareness of inequities, as observed nationally, and acted as an additional catalyst to spur our efforts. As national and local data show, the onset of COVID19 hit Black/African-American and Hispanic communities particularly hard. Nationally, Asian American communities experienced significant anti-Asian racism as the result of the spread of the coronavirus. In WPS, these realities came to bear in how our families chose student placements - remote or hybrid - for the reopening of schools. The Remote Learning School (RLS) materialized as WPS' only majority-minority school, comprising more than 60 percent students of color at its opening.

The need for a hybrid/remote setting for health and safety concerns also complicated the launch of some of our key initiatives such as the roll out of equity facilitators across our schools. The process for hiring equity facilitators revealed significant skill gaps in educator capacity in leading equity-focused or race conversations among colleagues and students, which our fall 2020 Panorama educator and staff experience survey later confirmed. While WPS educators report high investment in the district's DE&I efforts, they also require significant support in their practice to lead the work with confidence and fidelity.

THEORY OF ACTION

IF we approach our commitment to diversity, equity and inclusion with a mindset of "equity by design"; invest in systems and infrastructure that support equity and shed light on inequity; amplify the voices of students and the most marginalized in our community; invest, with a posture of humility, in continuous learning and awareness of the impact of race on schooling; **THEN** we will become a district that closes opportunity and achievement gaps, that is free of the manifestations of bias and racism, and that is culturally sustaining, thereby improving the life outcomes for students, faculty and staff and the community.

STRATEGIC COMMITMENTS

- #1 | District Equity by Design**
- #2 | Invest in Equity-Centered Curriculum and Pedagogy**
- #3 | Eliminate Significant Disproportionality & Opportunity, Achievement Gaps**
- #4 | Amplify Student Voices**
- #5 | Diversify Our Staffing**
- #6 | Invest in Community Education on Equity**
- #7 | Wellesley METCO**

#1 | District Equity by Design

Goal: A commitment to creating and vetting district processes, policies, systems and structures to reflect an intentional commitment to equitable outcomes by design.

1a. Cultivate community ownership of the District's equity vision by utilizing protocols and structures to invite shared leadership and implementation of mission, vision, commitments and goals.

1b. Adopt Equity Planning Tool¹ to guide decision-making and to ensure that all decisions are made with intent to advance equity.

1c. Develop a central MTSS district dashboard based on Equity Progress Assessment² to keep track of key markers of equity progress such as: student assignments, Special Education placement, access to and enrollment in Advanced Placement coursework, SEL data, etc., all disaggregated by race/ethnicity.

1d. Clear and effective policies, systems, procedures, structures supporting equity are in place at all levels of the organization.

1e. Data are used strategically and frequently to plan, analyze district progress as it relates to achieving racial equity.

#2 | Invest in Equity-Centered Curriculum and Pedagogy

Goal: All WPS schools will demonstrate use of pedagogy and curriculum materials that elevate the experiences of the historically marginalized, and increase the ability of students to engage in anti-bias, antiracist practices, to respect differences and challenge inequities.

2a. Provide rigorous culturally responsive, anti-bias, antiracist curriculum and instruction in all content areas that fully considers the intersectional nature of student identity.

2b. Support educators and leaders by offering mentorship through peers and district coaching to help educators deliver high-quality, equitable learning opportunities to all students; hire an FTE district Equity Coach.

2c. Develop a unifying articulation of a WPS Vision for Effective, Equitable Instruction.

2d. Align educator and administrator supervision to all educators' understanding and application of culturally responsive practices and equity-centered pedagogy and practice.

2e. Ensure a unified scope and sequence for educator and leader learning on equity across WPS.

¹ Equity Planning Tool by [BlackPrint Education Consulting, LLC](#)

² Equity Progress Assessment by [Center for Understanding Equity](#)

#3 | Eliminate Significant Disproportionality & Achievement and Opportunity Gaps

Goal: Reduce the number of Black/African-American and Latinx students who are inappropriately referred to and are receiving Special Education services; narrow performance gaps that are predictable by race/ethnicity.

3a. Adopt rigorous Multi-Tiered Systems of Support (MTSS) frameworks across all levels.

3b. Ensure research-based curriculum is used in all content areas at every level.

3c. Implement data-driven instructional practices for all students.

3d. Achieve parity in the number of Black and Hispanic students enrolled in Advanced Placement courses.

#4 | Amplify Student Voices

Goal: We will amplify the voices of students, especially students who have experienced (and continue to experience) systematic marginalization, in order to cultivate student agency and advocacy.

4a. Develop and sustain a Diversity, Equity & Inclusion Student Advisory Council to amplify student voice on DEI issues.

4b. Provide opportunities for affinity spaces for students with shared identity

4b. Implement Panorama Equity & Inclusion survey to assess student experience as it relates to equity and inclusion in the school setting; use Panorama Survey to monitor student progress toward two competencies on WPS Profile of a Graduate: Respect Differences and Challenge Inequities.

#5 | Diversify Staffing

Goal: Hire and retain faculty and staff who share our equity commitment, and who mirror our student population.

5a. Audit talent practices, including, but not limited to, processes for development of hiring committees, exit interview data, to address potential impacts of unconscious bias.

5b. Hire, support, and retain workforce, particularly instructional and classroom positions, that mirrors the cultural, racial and linguistic diversity of our student population.

5c. Develop a racial equity hiring plan that articulates a vision for talent management practices that prioritize equity and articulate specific strategies for retaining BIPOC faculty/staff.

5d. Provide resources for affinity spaces for specialized populations within the wider Faculty/Staff (ie. ALANA, Admin Leaders of Color, LGBTQ+, White Educators for Antiracism, etc.).

#6 | Invest in Community Learning on Equity

Goal: We will develop and implement a community engagement model that prioritizes building adult capacity to authentically understand the issues of equity in order to be successful advocates and agents of change in the Wellesley Public Schools community.

6a. Design and implement a scope and sequence of required adult learning to support community understanding of principles of equity.

6b. Create and sustain a DE&I subcommittee as part of each PTO/PTSO. Each committee will collaborate on mission, vision and DEI focus areas that mirror the district's priorities.

6c. Develop plan for affinity spaces for parent/caregiver community.

6d. Implement Panorama Family Engagement survey to understand community on family efficacy, school climate, barriers to engagement, among other salient topics.

#7 | Wellesley METCO

Goal: Wellesley METCO will nurture and affirm positive racial identity development and inspire academic excellence in all students to ensure a dynamic experience for Boston resident students attending the Wellesley Public Schools.

7a. Hire and onboard a full-time high school academic coordinator to attend exclusively to the needs of the high school population.

7b. Develop and implement student experience surveys to understand, track the experience of Boston resident students at each of the levels.

7c. Develop an exit survey for 8th and 12th grade METCO students to track experiences during grade transition and at the conclusion of WPS careers

7d. Invest in the Family Friends Program as a means of nurturing and promoting authentic, cross-racial friendships that equally benefit Wellesley and Boston resident families.

7e. Invest in developing positive racial identity and belonging in all students by pursuing mentorship and student-focused affinity spaces.