

Background for Diversity Position (Linda Bjella)

2017-18 Total District Data

Race/Ethnicity

American Indian or Alaska Native	0.66%
Asian or Pacific Islander	11.54%
Black, not Hispanic	4.87%
Hispanic	10.54%
White, not Hispanic	69.21%

Student Groups

Students with Disabilities	16%
English Learners	9%
Economically Disadvantaged	40%
Students with Potential	100%

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	<ol style="list-style-type: none">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)
<p>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.)</p>		<ul style="list-style-type: none"> • Admin /ACE Committee • Individual staff members <p>through PLC conversations, staff meetings, late starts, and professional development opportunities</p>	<ul style="list-style-type: none"> • ACECommittee and others to provide professional development activities • Time in PLCs/ staff meetings / late start 	<ul style="list-style-type: none"> • Participants attendance • Non-negotiable shared experiences 	<ul style="list-style-type: none"> • 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.			<ul style="list-style-type: none"> • Admin/ACE • Individual staff 	<ul style="list-style-type: none"> • ACECommittee and others to provide professional development activities • Time in PLCs/ staff meetings / late start 	<ul style="list-style-type: none"> • staff reflections 	<ul style="list-style-type: none"> • 100% of staff members will engage in opportunities to recognize their own biases, blindspots, strengths and challenges
Sharroky Hollie will provide culturally and linguistically competent training and coaching for staff	<ul style="list-style-type: none"> • Admin/ACE Committee • ACI • ELL 	<ul style="list-style-type: none"> • Under 2 year contract with Sharroky Hollie 	<ul style="list-style-type: none"> • Participants attendance 	<ul style="list-style-type: none"> • Up to 50% of professional educators, 100% administrators for 2016-17 and 2017-18 school years 		
Disaggregated perceptual surveys will be developed for students,	<ul style="list-style-type: none"> • PBIS • ACE Committee 	<ul style="list-style-type: none"> • Various surveys created internally and shared through Wisconsin Rtl Center and 	<ul style="list-style-type: none"> • Disaggregated Survey data 	<ul style="list-style-type: none"> • District CSIP and site CSIP teams will review baseline 		

staff and parents/community		Wisconsin PBIS Network		data and determine specific measurable outcomes
Establish process, procedures, and norms for safe, "courageous" conversations between all school stakeholders.	<ul style="list-style-type: none"> • ● A ASD CSIP teams • ● PL C's • ● Admin /ACE <p>Committee</p>	<ul style="list-style-type: none"> • ● 4 Agreements • ● Courageous Conversation • ● Shared Belief statements 	<ul style="list-style-type: none"> • Disaggregated survey data 	<ul style="list-style-type: none"> • 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 ASD stakeholder groups and individuals. All staff members will work to build trusting relationships between students, staff, parents and community members.				
Valued Outcomes	<ol style="list-style-type: none"> 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)

<p>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.)</p>		<ul style="list-style-type: none"> • ● ACE Committee • ● Building Administration • ● District CSIP Team • ● All Staff • ● PBIS leadership team 	<ul style="list-style-type: none"> • ACE Committee and others to provide professional development activities 	<ul style="list-style-type: none"> • ● Participants attendance • ● Non-negotiable shared experiences 	<ul style="list-style-type: none"> • ● 100% of participants will engage in shared belief experiences • ● 100% will engage in other professional development
<p>Provide and promote varied opportunities to interact positively with all stakeholders Staff will understand family</p>		<ul style="list-style-type: none"> • ACE Committee • Building Administration 	<ul style="list-style-type: none"> • Resources to support ongoing Community Gatherings and other opportunities for 	<ul style="list-style-type: none"> • Parent/Community member Surveys • Staff Surveys 	<ul style="list-style-type: none"> • Seek 100% representation of staff and parents from each school
<p>systems Families will understand staff perspective</p>		<ul style="list-style-type: none"> • ● District CSIP Team • ● All Staff • ● PBIS leadership team 	<p>staff and parents/community members to interact and learn from one another</p>		

tives and background					
Establish process, procedures, and norms for safe, "courageous" conversations between all school stakeholders.		<ul style="list-style-type: none"> • ● ACE Committee • ● Building Administration • ● District CSIP Team • ● All Staff • ● PBIS leadership team 	<ul style="list-style-type: none"> • ● 4Agreements • ● Courageous Conversation Compass • ● SharedBelief statements 	<ul style="list-style-type: none"> • Staff Survey 	<ul style="list-style-type: none"> • 100% of staff are aware of and understand the process, procedures, and norms for safe, "courageous" conversations
Invite cultural experts and diversity professionals		<ul style="list-style-type: none"> • ● Admin/ACE Committee • ● Building Administration • ● Staff Members • ● PBIS leadership team 	<p>Resources include:</p> <ul style="list-style-type: none"> • ● Great Lakes Equity Center • ● African Heritage Inc. • ● Casa Hispana • ● Dr. Sharroky Hollie 	<ul style="list-style-type: none"> • Presentation evaluations 	<ul style="list-style-type: none"> • Offer 8-10 staff development opportunities for staff to attend throughout the school year and summer

			<ul style="list-style-type: none"> • Diversity Fox Cities • Goodwill Ind. • Other 		
Utilize student leadership clubs at all levels to provide a safe environment for all students		<ul style="list-style-type: none"> • Before and after school • Cultural support created clubs • Students on PBIS teams • Peer mediation • LGBT clubs, counselors, club advisors • PBIS leadership team 	<ul style="list-style-type: none"> • Cultural Support Specialists • Club Advisors • Guidance Counselors 	<ul style="list-style-type: none"> • School will data a representation for students perceive on 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)
<p>ENGAGING IN COURAGEOUS CONVERSATIONS USING DATA: Collect disaggregated course enrollment data to share and discuss yearly with 7-12 administration and depts.</p>	<p>October Data Dig</p>	<ul style="list-style-type: none"> • ACE Committee • District CSIP Committee • Site CSIP Committees • PLC's 	<ul style="list-style-type: none"> • Disaggregated data 	<ul style="list-style-type: none"> • Determine baseline data 	<ul style="list-style-type: none"> • TBD based upon October data dig
<p>Develop an action plan to increase access to AP courses and career opportunities for all students, specifically the historically underserved students.</p>		<ul style="list-style-type: none"> • ACI and ACE Committee • Building Admin • AP Teachers • Guidance Counselors 	<ul style="list-style-type: none"> • Course enrollment data 	<ul style="list-style-type: none"> • Determine baseline data 	<ul style="list-style-type: none"> • TBD based upon action plan

		<ul style="list-style-type: none"> • Gifted and Talented Staff 			
Staff development to enhance skills in seeking and utilizing diverse materials and resources in an integrated meaningful and sensitive manner.		<ul style="list-style-type: none"> • ACI • ACE Committee 	<ul style="list-style-type: none"> • Great Lakes Equity Center • African Heritage Inc. • Sharroky Hollie • Literacy Coaches • Materials checklist 	<ul style="list-style-type: none"> • Disaggregated surveys and focus groups 	<ul style="list-style-type: none"> • ACE and ACI will meet annually to review the use of diverse materials and resources.
Infuse career information and opportunities through Career Based Learning.		<ul style="list-style-type: none"> • ACI • CBL Committee • Site CBL teams • All staff 	<ul style="list-style-type: none"> • Building advisory teams • Career Cruising 		
Develop a diverse team of students, staff and community members to review new and existing educational materials		<ul style="list-style-type: none"> • ACI • ACE Committee 	<ul style="list-style-type: none"> • Educational materials • Materials checklist • Committee 	<ul style="list-style-type: none"> • Feedback form 	<ul style="list-style-type: none"> • Broaden perspective when reviewing educational
				<ul style="list-style-type: none"> • members 	<ul style="list-style-type: none"> • materials to ensure that new and

		Feedback forms	existing educational materials reflect the diversity of our community
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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	<ol style="list-style-type: none"> 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	October Data Dig	<ul style="list-style-type: none"> • ACE Committee • District CSIP Committee • Site CSIP Committees 	<ul style="list-style-type: none"> • Disaggregated data 	<ul style="list-style-type: none"> • Determine baseline data 	<ul style="list-style-type: none"> • TBD based upon October data dig

administration and departments.		<ul style="list-style-type: none"> ● PLC's 			
<p>Leadership opportunity for high school students to go to elementary or middle schools in all 3 areas</p> <ul style="list-style-type: none"> ● Academics ● Sports ● Music 		<ul style="list-style-type: none"> ● Building administrators ● Activities Directors ● Club/Activity Advisors ● Student leaders 	<ul style="list-style-type: none"> ● Co-curricular brochure 	<ul style="list-style-type: none"> ● Participation data ● Creation of District co-curricular brochure in multiple languages 	<ul style="list-style-type: none"> ● Defined increase in participation data for all populations ● 100% of students/parents have access to co-curricular brochure
Create attendance record for clubs at all levels		<ul style="list-style-type: none"> ● Club advisors 	<ul style="list-style-type: none"> ● Clear attendance records 	<ul style="list-style-type: none"> ● Yearly 	<ul style="list-style-type: none"> ● Measure rise or fall in attendance
Student leaders in all areas will share information about co-		<ul style="list-style-type: none"> ● Building administrators 	<ul style="list-style-type: none"> ● Co-curricular survey 	<ul style="list-style-type: none"> ● Co-curricular survey 	<ul style="list-style-type: none"> ● All school sites will gather feedback
curricular experiences with parent and community groups. Staff will gather feedback from students and families.		<ul style="list-style-type: none"> ● 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.		<ul style="list-style-type: none"> ● Building administrators ● School Counselors ● Community Groups 	<ul style="list-style-type: none"> ● Scholarship brochure 	<ul style="list-style-type: none"> ● Creation of District Scholarship brochure in multiple languages 	<ul style="list-style-type: none"> ● 100% of available scholarships recognized on Senior Award Nights.
Expand upon the diversity/breadth of awards given in schools (ex. beyond attendance, GPA, etc.)		<ul style="list-style-type: none"> ● Building administrators ● School Counselors 	<ul style="list-style-type: none"> ● Current list of available awards given by schools/District 		<ul style="list-style-type: none"> ● Yearly review of list

	<ul style="list-style-type: none"> • Community Groups 			
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Achievement Gap Reduction (AGR) Program

The [Achievement Gap Reduction \(AGR\) Program](#), formerly known as Student Achievement Guarantee in Education (SAGE), was established in the 2015-16 school year by the Wisconsin Department of Public Instruction.

The AGR program allows a participating school to meet the obligations of its five-year contract by implementing one of three strategies, or a combination of these strategies in every kindergarten through grade three classroom:

- one-to-one tutoring provided by a licensed teacher;
- instructional coaching for teachers provided by a licensed teacher; or
- maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction.

The following schools in the Appleton Area School District participate in the AGR program: Badger, Columbus, Edison, Foster, Horizons, Jefferson, and Lincoln.

The AGR program requires a participating school to create performance objectives, including reducing the achievement gap between low-income students in that school and students in the same grade and subject statewide.

The AGR program also requires school board review of implementation and progress toward achieving performance objectives in each participating school at the end of every semester.

STUDENTS AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL 1. “Children At-Risk” are pupils in grades 5 to 12 who are at-risk of not graduating from high school because they are dropouts or are two or more of the following: a) one or more years behind their age group in the number of credits attained, b) two or more years behind their age group in basic skill levels, c) habitual truants, as defined in s.118.16(1)(a), d) parents, e) adjudicated delinquents, f) 8th grade pupils whose score in each subject area on the examination administered under s.118.30(1m)(am)1. was below the basic level and 8th grade pupils who failed to be promoted to the 9th grade. 2. “Dropout” means a child who ceased to attend school, does not attend a public or private school, technical college or home-based private educational program on a full-time basis, has not graduated from high school and does not have an acceptable excuse under s.118.15(1)(b) to (d) or (3). Wisconsin Statute 118.153, in part, requires districts to formulate a plan for meeting the needs of students at-risk of not graduating from high school. The At-Risk Plan will be provided to the Board of Education for approval annually.

Interview with Ben Vogel: 4/19/18

I spoke with Ben Vogel, assistant superintendent for school and student services, about the AASD Equity Plan for 2017-2022. The plan is currently being implemented at the district level in various ways such as staff development opportunities. Each school has been tasked with developing its own specific equity plan. The district has engaged outside facilitators and Ben specifically mentioned Dr. Sharroky Hollie from California who has presented workshops to staff to help them become more "culturally and linguistically responsive" to students. Dr. Hollie will be the featured presenter for district staff development sessions in August that Ben invited me to attend. One specific idea Ben mentioned from Dr. Hollie's presentations is called "VABBing" which means "validating and affirming every student in the context of who they are in their home culture and building bridges from the home to the school." The district has also worked with the Equity Center at Indiana University.

The AASD has also created a new district-level position of officer in charge of equity, diversity, and inclusion. Interviews are currently being conducted for this position. There has also been a position created specifically for Wilson MS and West HS to work with African American students at those two schools.

I asked Ben about the results of the "October data dig" which was mentioned in the equity plan. This has not taken place, but will be addressed once there is a person in place for the new district position outlined above. (The lack of time and staff to do this is one factor that led to the creation of this new position.)

My sense after talking with Ben was that the district has made this a really high priority and is working hard to help staff develop more trusting relationships between students and their families. While progress is being made, he noted, "This work will never be done."

Resources from the Wisconsin Department of Public Instruction:

Culturally Responsive Education

"Every student learns. We recognize that students come to school bringing a variety of cultures, learning strengths, background knowledge, and experiences. However, every student's unique personal history enriches classrooms, schools, and the community. **This diversity is our greatest education asset.** We foster this diversity through culturally responsive standards, instruction, and assessment.

Providing a culturally responsive environment in the classroom is important in building the bridge between home culture and school culture. Making sure all students can succeed means understanding students' cultural beliefs and practices.

By engaging in Culturally Responsive Practices, you are forming an understanding about the values, beliefs, and behaviors of people from cultures that may be different from your own. Culturally responsive practices account for and adapt to the broad diversity of race, language, and culture in Wisconsin schools and prepare all students for a multicultural world.”

