



Thornton Fractional
HIGH SCHOOL DISTRICT 215
BURNHAM • CALUMET CITY • LANSING • LYNWOOD

District 215 Equity in Action
Plan of Action

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Board of Education

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 Jacob Gourley, Principal-Thornton Fractional South
 John Robinzine, Principal-Centers for Academics and Technology and Alternative Learning
 Brian Rucinski, Principal-Thornton Fractional North

Equity Sub-Committee Members

| Board Members | District Staff | Students and Parents |
|----------------------|------------------------|-----------------------------|
| Morgan Waller | Dr. Rena Whitten | Jomareun Richardson |
| Rita Oberman | April Jerger | Jonathan Silva |
| LeeAnn Revis | Jacob Gourley | Natalia Thompson |
| | Lauren Gladu | Judith Larkin |
| | Dawn Walker | Tamika Robinson |
| | Cassandra Brackenridge | |
| | Guadalupe Ramirez | |
| | Jennifer Ramos | |
| | Carmencita Isby | |

District Guiding Principles

- Students are engaged in cognitively challenging work during which they are aware of their learning and develop self-efficacy.
- Learning experiences provide for...
 - Student voice.
 - Immediate feedback.
 - Students' needs to be met through supports, interventions and extensions.
 - High expectations.
 - Integration of reading/ writing and vocabulary development across disciplines.
- Learning experiences are conducive to...
 - Cultural responsiveness.
 - High expectations.
 - Strategies to engage and motivate students.
 - The formation of positive relationships with and among students.
- Learning environments are welcoming, positive, and inclusive

Mission Statement

To provide diverse learning opportunities that inspire all students to become life-long learners who contribute to their community.

Vision Statement

To provide a diverse, relevant, and responsive learning environment in which scholars develop the skills necessary to be critical thinkers, problem-solvers, and productive members of society.

District 215 Equity Statement

District 215 is committed to an overall culture of equity where the creation and implementation of policy, the allocation of resources, and access to opportunity are intentionally aligned to meet the needs of all student groups, regardless of: race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, immigration status, age, or physical appearance.

District 215 Equity in Action

Our Commitment

The Thornton Fractional High School District 215 Board of Education is committed to developing and maintaining learning environments that promote the success of every student. The mission of Thornton Fractional High Schools is that all students graduate prepared to succeed in post-secondary endeavors. We believe that it is our responsibility to *empower our students to maximize their potential as learners and global citizens*. In light of this belief, our mission and our vision, the Board of Education for Thornton Fractional District 215 developed the following equity statement:

District 215 is committed to an overall culture of equity where the creation and implementation of policy, the allocation of resources, and access to opportunity are intentionally aligned to meet the needs of all student groups, regardless of: race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, immigration status, age, or physical appearance.

As a District, we acknowledge the historic, persistent, and pervasive disparities between the educational performance of White students and Students of Color as unacceptable, and we recognize that other student groups have not reached their achievement potential. Closing the performance gap through the development of an equitable learning environment where all students thrive is the top priority of the Board of Education, Superintendent, Administration, and all District 215 staff.

The responsibility of addressing the disparities in performance among our student scholars rests with us. While we are aware that student achievement data across the country reflects similar patterns of performance, we will engage our school community in an Equity Action Plan that will ensure all students have the necessary supports and opportunities to succeed.

Thornton Fractional High School District 215 believes educational equity means raising the achievement of all students while providing learning environments where *all* students and stakeholders feel a sense of belonging and purpose in school. All students should be able to see themselves represented in the content and the people around them and should be able to engage in meaningful work that is relevant to their aspirations, their communities, and their humanity. To achieve educational equity, Thornton Fractional District 215 established the District 215 Equity in Action subcommittee. The work of this committee is reflected in the goals and focus areas outlined in the Equity Action Plan adopted by the Thornton Fractional High School District 215 Board of Education.

District 215 Equity in Action: Goals and Focus Areas

Goal 1: All students will have access to high quality-rigorous, culturally relevant instruction, curriculum, and educational experiences.

- **Focus Area 1: Student Achievement**
- **Focus Area 2: Teaching and Learning**

Goal 2: All staff will engage in professional learning that examines racial and cultural identity and its impact on teaching, learning, and belief systems.

- **Focus Area 3: Deepening Learning (Biases and Beliefs)**

Goal 3: The District will increase community partnerships and family involvement in the educational environment.

- **Focus Area 4: Family and Community Engagement**

Goal 4: The District shall ensure hiring practices effectively recruit diverse candidates and develop supports for staff retention.

- **Focus Area 5: Diversify Staffing**

The Board of Education will hold the Superintendent, Central Office, and school leadership staff accountable for making measurable progress in meeting the established goals. We recognize the journey to educational equity is an endeavor that requires significant work and resources, and as such, charge the Superintendent with the task of developing actionable steps that will result in measurable progress for each goal.

Our Call to Action: Equity Plan Components

| <i>Focus Areas</i> | <i>Student Achievement</i> | <i>Teaching & Learning</i> | <i>Beliefs & Biases (Deepening Learning)</i> | <i>Family & Community Engagement</i> | <i>Diversifying Staff</i> |
|----------------------------|--|--|---|--|---|
| <i>Goals</i> | <p>Goal 1 All students will have access to high quality, rigorous, culturally relevant instruction, curriculum and educational experiences.</p> | <p>Goal 1 All students will have access to high quality, rigorous, culturally relevant instruction, curriculum and educational experiences.</p> | <p>Goal 2 All staff will engage in professional learning that examines racial and cultural identity and its impact on teaching, learning, and belief systems.</p> | <p>Goal 3 The District will increase community partnerships and family involvement in the educational environment.</p> | <p>Goal 4 The District shall ensure hiring practices effectively recruit diverse candidates and develop supports for staff retention.</p> |
| <i>Measurement Metrics</i> | <ul style="list-style-type: none"> - Achievement gap - AP enrollment - Remedial course enrollment - CTE pathway enrollment | <ul style="list-style-type: none"> - Updated curriculum implementation - Culturally relevant curriculum - Culturally responsive instruction - | <ul style="list-style-type: none"> - Professional development strands - Learning Partnerships | <ul style="list-style-type: none"> - Increased stakeholder participation - Expanded options | <ul style="list-style-type: none"> - Increased staff diversity |
| <i>Actions</i> | <ul style="list-style-type: none"> - Intervention support - Culturally responsive practices - Reflective curricular experiences - AP expansion - Course opportunities | <ul style="list-style-type: none"> - Curriculum rewrite - Embedding of culturally responsive practices - SEL standards embedded - Educational equity audits - Grading practices | <ul style="list-style-type: none"> - Implicit bias training - Beyond Diversity - Book studies - Instructional strategies/ models implementation | <ul style="list-style-type: none"> - Collaboration with Parent Liaisons - Parent interest survey | <ul style="list-style-type: none"> - Ad Hoc Committee recommendations |