Leading with an Equity Lens @ Westwood

2022 Principal Presentation

Educational Equity

Educational equity is raising the achievement of all students while narrowing the gaps between the highest and lowest performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.
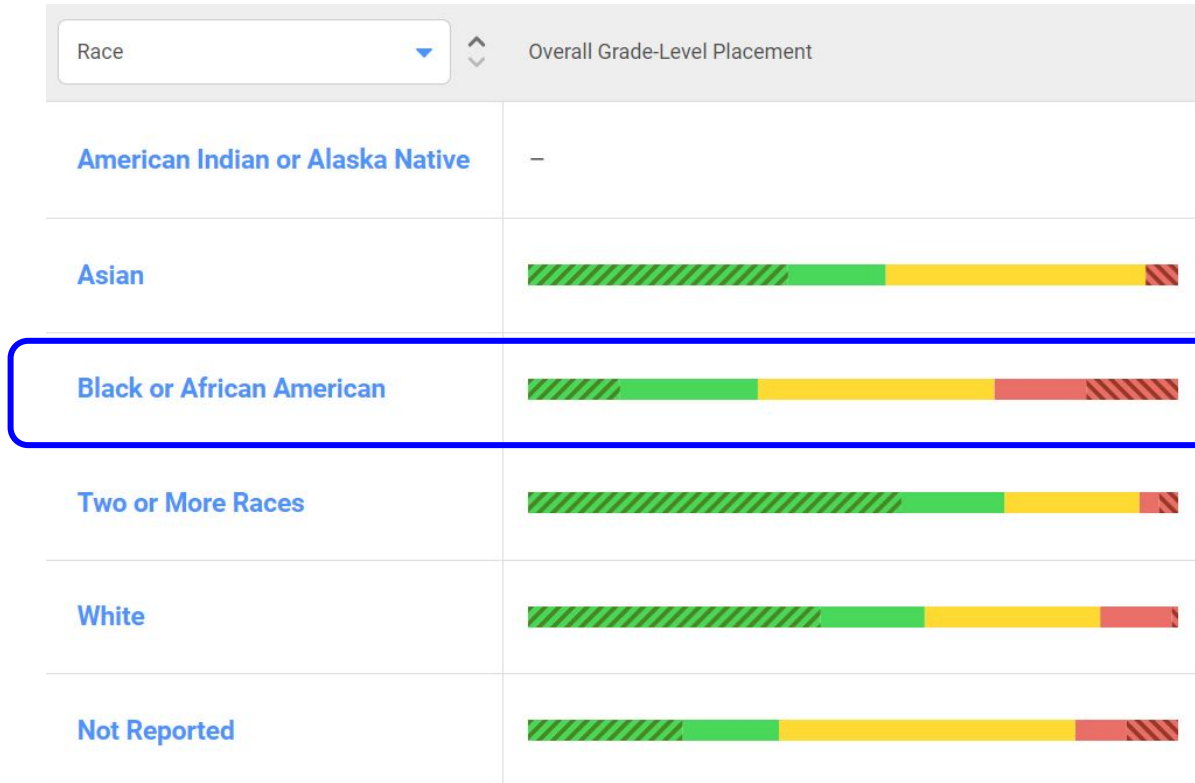
Demographics @Westwood

Black/African American – 2.7% (7)

Foster Youth - 0

Homeless Students - 1+
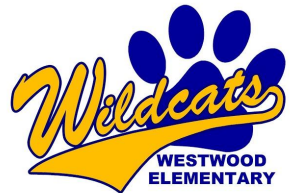
Academics @Westwood – i-Ready Reading Results

Academics @Westwood - i-Ready Reading Growth

Race	Annual Typical Growth		Annual Stretch Growth®	
	Progress (Median)	% Met	Progress (Median)	% Met
American Indian or Alaska Native	–	–	–	–
Asian	118%	55%	64%	30%
Black or African American	133%	58%	71%	42%
Two or More Races	122%	63%	79%	32%
White	120%	58%	73%	31%
Not Reported	87%	42%	53%	16%

Academics @Westwood – i-Ready Math Results
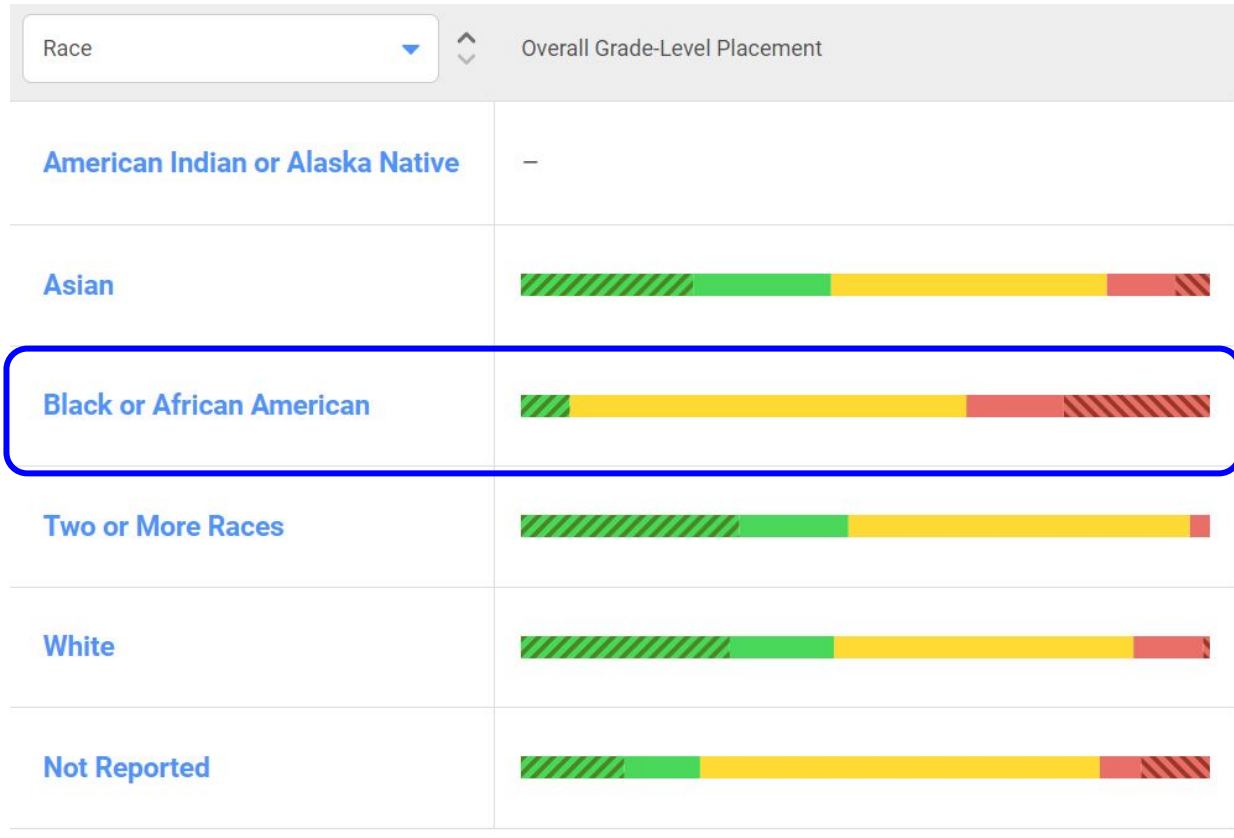
Academics @Westwood – i-Ready Math Growth

Race	Annual Typical Growth		Annual Stretch Growth®	
	Progress (Median)	% Met	Progress (Median)	% Met
American Indian or Alaska Native	–	–	–	–
Asian	90%	45%	68%	20%
Black or African American	133%	64%	70%	18%
Two or More Races	86%	32%	58%	13%
White	97%	49%	64%	20%
Not Reported	91%	40%	58%	19%

SEL @Westwood – Overall

Overall Performance

K-1 Winter

1 (1.2%)

80 (98.8%)

Overall Performance

3rd-5th Fall

2 (1.8%)

8 (7.1%)

36 (32.1%)

66 (58.9%)

Overall Performance

K-1 Spring

1 (1.2%)

10 (12.3%)

70 (86.4%)

Overall Performance

2nd-5th Spring

3 (2.4%)

35 (27.8%)

88 (69.8%)

8
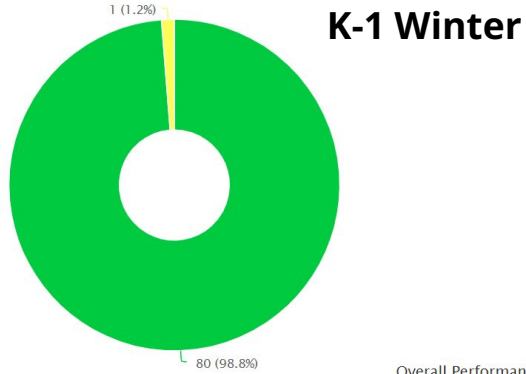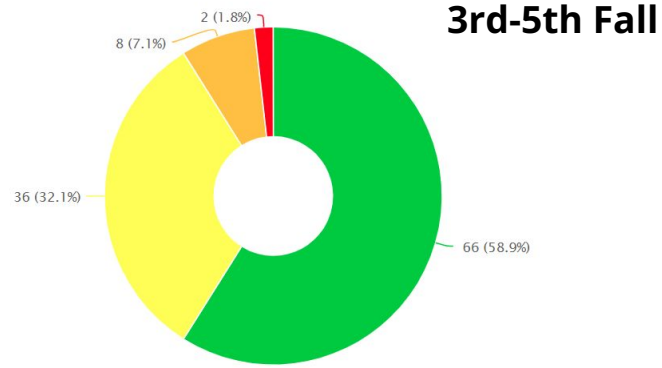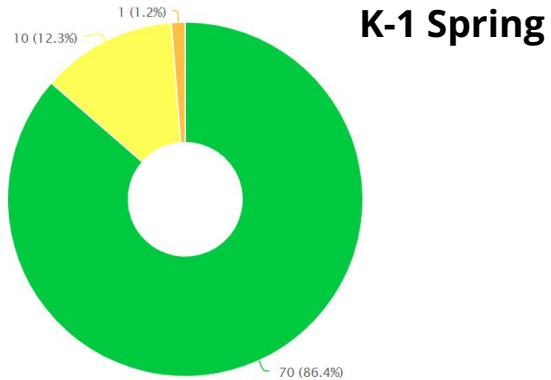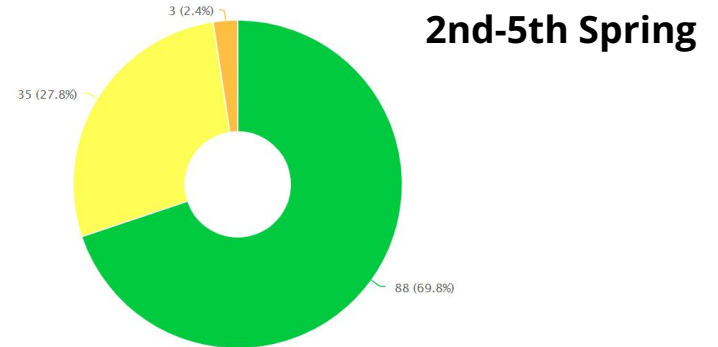
SEL @Westwood – Black/African American

Overall Performance

1 (25.0%)

3 (75.0%)
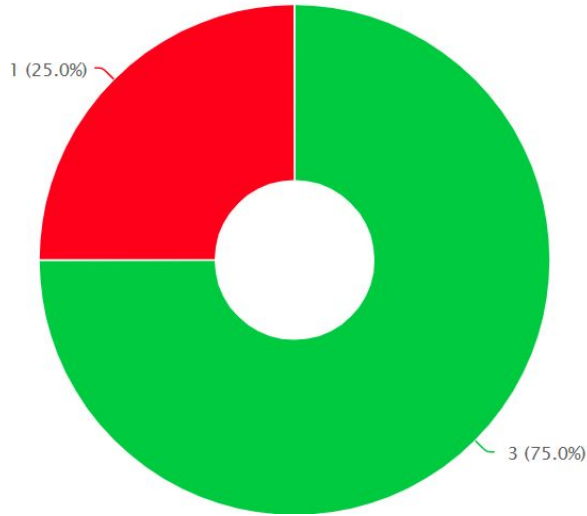
Fall - 3rd-5th

Overall Performance

1 (25.0%)

3 (75.0%)
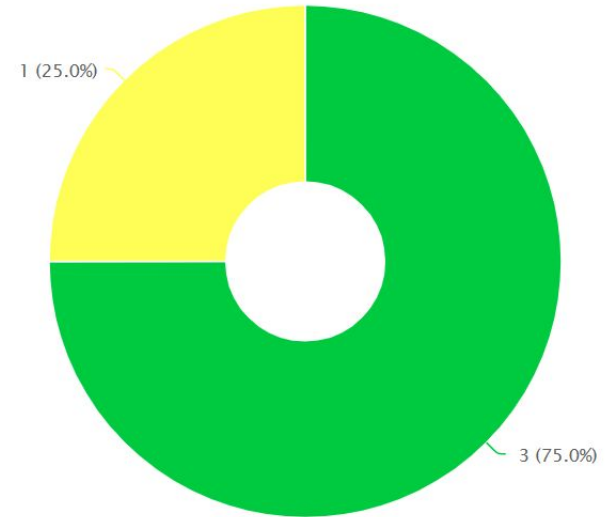
Spring - 2nd-5th

Suspensions @Westwood

Grade K - 0

Grade 1 - 9 (1 white, male student)

Grade 2 - 0

Grade 3 - 0

Grade 4 - 2 (1 white, male student)

Grade 5 - 0

Attendance

Attendance % (Chronic (>=10%) vs Non Chronic)
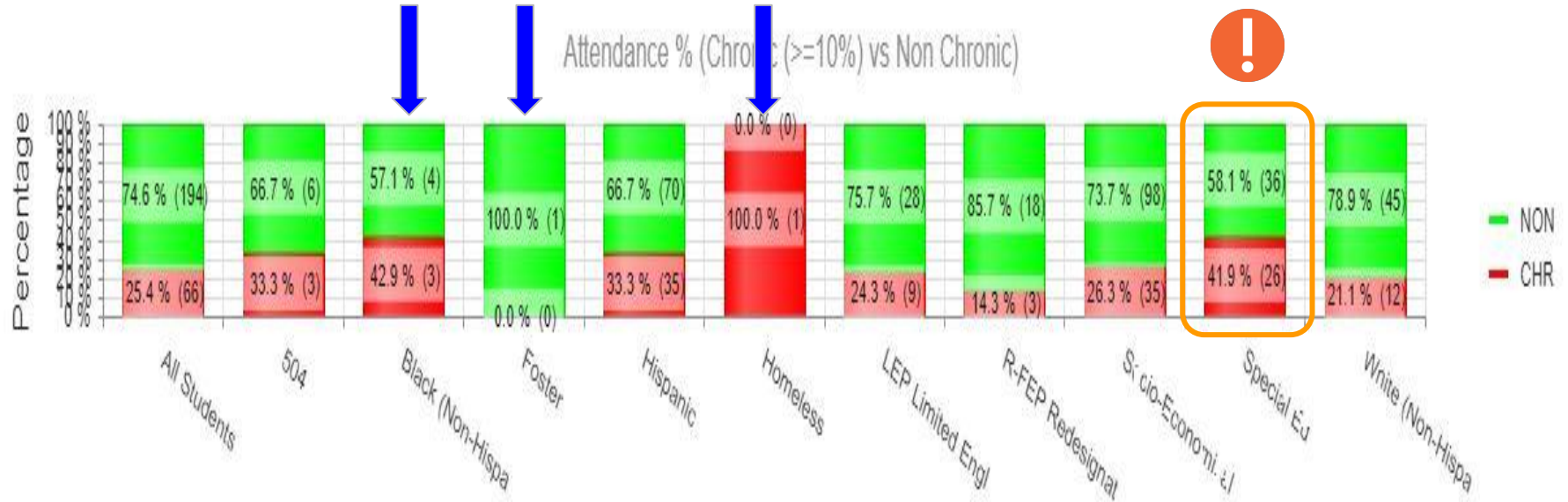
Schools: Westwood Elem
Grades: TD, PK, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

Site Goals

❖ Based on the data analysis, what goals are you planning on including in your SPSA addressing the needs of African American, Foster and Homeless Students? How do they align to the LCAP, SIR, CCEIS, etc?

➢ Improve Attendance - LCAP Goal #1, CCEIS MO#1

➢ Schedule bi-monthly meetings with families of focus students (group and/or individual) - LCAP Goal #3, CCEIS MO#2

➢ Establish systematic intervention/acceleration system to increase achievement rates for focus students - LCAP #1, CCEIS MO#4, #5

➢ Improve Tier 1 instruction by providing PD focused on culturally proficient instruction and student engagement - LCAP #2, SIR

➢ Conduct multiple student focus group discussions/surveys to ensure we are meeting the needs of *all* students.

Site Goals

❖ Looking to next year, how will you regularly and explicitly monitor these student groups' progress?

➢ Continue to work on alignment.

➢ Follow-through/accountability (loop back!) - similar to ELRT process

➢ Implement a protocol to increase efficiency of the Improvement Cycle. Set aside *time* in each staff meeting to analyze achievement data, highlighting disproportionate results.

➢ Care Team to track progress weekly, with an equity lens, utilizing a data profile sheet for each targeted student; take note of 'mixed race' students

Instructional Leadership Team

❖ What successes or challenges have you faced this year leading your Instructional Leadership Team as you target issues of explicit and implicit bias and disrupting racism?

➕
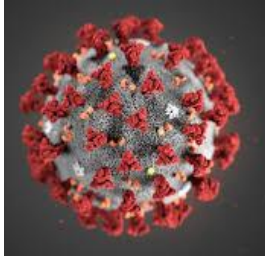
-Focusing on strategies that build relationships (positive calls home/check-ins, two-by-ten, Morning Meeting)
-Digging down to the student level (not just bird's eye view)
-Academic and SEL - growth in achievement and supports.
-Reflecting on specific examples of how we have lived out our 'why' throughout the year.
-Developing our Mission, Vision, Values, and Goals with input from all partners.

Westwood Instructional Leadership Structure
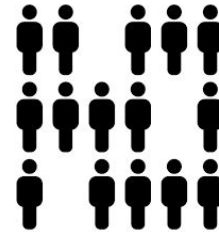
Instruction

promotes:

WICOR Strategies
21st Century Skills
Student Leadership Skills
Goal-Setting/Monitoring
Rigor for All

- Models WICOR strategies within and across classrooms
- Provides support (training, materials) to support increase of WICOR strategies
- Guides process for student goal setting, including i-Ready data-chats, lesson completion monitoring and reward system, etc.
- Promotes best practices (TNTP, SEL, etc.)

Systems

support:

AVID Teams - Management of AVID Elementary Implementation
Professional Learning
Equity and Access
Data Collection and Analysis - Assessment of Student Progress

- Implements Multi-tiered Systems of Support (MTSS)
- Oversees certification and implementation processes
- Reviews student achievement data to determine progress and support using Professional Learning Community models

Leadership

ensures:

Strategic Planning
Modeling of Expectations
College Readiness Mission and Vision
Career Readiness
Distributed Leadership Approach / Representative Governance
Pathway to College Readiness

- Coordinates with community partners to expand opportunities and access (Junior Achievement, JCL, etc.)
- Coordinates Career Day Event
- Supports Student Council
- Creates opportunities for staff to learn from each other

Culture

fosters:

College Awareness and Preparation
Common Belief in Student Success
Family and Community Involvement
High Expectations for All
Positive and Safe Learning Environment
Rigor
College-Going Environment

- Updates PBIS Handbook and supports program implementation
- Supports daily Morning Meetings for building relationships
- Develops Family Night calendar and coordinate events
- Develops and implement activities for supporting college awareness year-round

Instructional Leadership Team

❖ How will you strengthen your Instructional Leadership Team
to collectively support the work moving forward?

➢ Update norms to encourage more courageous conversations.

➢ Revisit Educational Journeys Protocol to build community - get deeper with understanding our racial identities.

➢ Improve the feedback loop for admin-teacher-student-parent.

➢ Refine the Collaboration/Cycle of Inquiry model by analyzing what effective teams do and how they do it.

➢ Conduct Instructional Rounds with an Equity Lens.

➢ Implement a 'safety net' model to track progress of focus students.

Individual Reflection

❖   What have you learned about yourself as a leader for instructional equity?

Individual Reflection

❖ What 3-5 explicit/specific next steps will you implement as the leader for instructional equity on your campus?
  ➢ Regularly and explicitly share our collective "why" (MVVG)
  ➢ Move from blame and excuses to meaningful action.
  ➢ Create opportunities to become familiar with the vocabulary surrounding equity work, through application (see it and name it; examples/non-examples)
  ➢ Contact families of students of color, homeless, and foster youth directly to invite increased engagement in the school community, especially leadership roles.
  ➢ Improve use of Aeries to support data analysis and monitoring through training.