

# Excellence Through Equity Plan





## THE BETHLEHEM AREA SCHOOL DISTRICT **Excellence Through Equity Plan**

### *Foreword*

The Bethlehem Area School District has a long-standing awareness of the importance of diversity in shaping the success of its schools. For nearly a decade, the Superintendent's Diversity Committee met consistently with key district and community stakeholders to discuss concerns, and develop plans, to address equity issues. However, in the 2015-2016 academic year, the BASD's commitment to diversity deepened to a resolve to pursue excellence through equity.

The process began in the spring of 2015, when Dr. Roy and Dr. Silva unveiled BASD Roadmap 3.0 that included the ambitious goal to eliminate race and family income as predictors of school success by guaranteeing equitable access to opportunities to learn. BASD administrators explored the concept of equality vs. equity in the context of student race and class during intensive summer workshops. All BASD administrators read, *Cultural Proficiency: A Manual for School Leaders* and engaged in equity-themed workshops throughout the 2015-16 school year. Further, administrators were challenged through reflective exercises to clarify personal beliefs related to improving the educational experience of all children.

Dr. Roy used the District Convocation in August of 2015 to declare the BASD's commitment to Excellence through Equity (ETE). Throughout the 2015-2016 school year, ETE subcommittees consisting of diverse district and community stakeholders researched, debated, and recommended equity enhancing action plans in five key areas:

1. Equity Research and Data
2. Core Learning & Stretch Learning (Academic Structures)
3. Student Engagement & Personal Skill Development (Student Services)
4. Professional Development
5. Parent Engagement

Each subcommittee recommended specific action plans to the *Superintendent's Task Force on Equity and Excellence* for inclusion in the final BASD Excellence Plan. The Superintendent's Task Force, which included a large cross section of diverse district and community stakeholders, reviewed and evaluated the actions plans in April 2016. The completed BASD Excellence Through Equity Plan was presented and reviewed by the BASD Board of School Directors in May 2016 for implementation starting in the 2016-2017 school year. The Excellence Through Equity Plan supports and extends the educational program initiatives, student support services, and community-based partnerships planned for the district.

The BASD is proud of its new Excellence Through Equity Plan, and is commitment to provide what each and every student needs to be successful in school.

## **EXCELLENCE THROUGH EQUITY**

### **Action Planning: Equity Research & Data**

**Excellence Through Equity Plan:** Equity is a commitment to ensure that every student receives what he or she needs to succeed. Using a combined program evaluation and a strategic planning methodology, BASD stakeholders will develop a five chapter *BASD Excellence Through Equity Plan* that will create plans and guide actions needed to make opportunities to learn and grow accessible to all students.

**Guiding Purpose:** to eliminate race and family income as predictors of school success by guaranteeing equitable access to opportunities to learn and grow.

**Action Area One :** Equity Research & Data

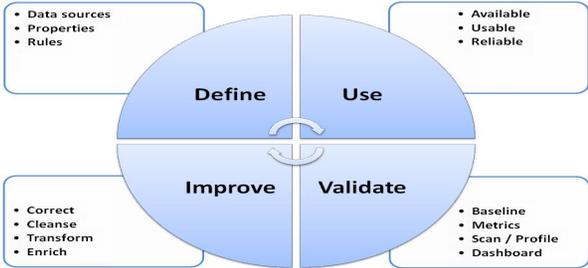
#### **Objectives:**

- 1a. The BASD excellence through equity efforts will be informed and consistent with the best research/practices in the field
- 1b. The BASD will have, district-wide and school-specific metrics for equity goal setting, action planning and reporting
- 1c. The BASD stakeholders will be made aware of BASD equity metrics, current levels, goals, and action plans
- 1d. Equity-related data/information will be collected, analyzed, and reported in an efficient public manner

## Action Plans for Equity Research and Data

Objective	Action Steps	Priority (1,2,3)
1a. BASD excellence through equity efforts will be informed and consistent with the best research/practices in the field.	<ol style="list-style-type: none"> <li>1. Create and maintain a district-wide data team to identify and define best research/practices in the field at both the national and state level and follow the <a href="#">Data Quality Control Cycle</a> <i>(See image at end of section)</i></li> <li>2. Create and maintain school-wide data teams informed by best research/practices selected by the district-wide data team.</li> </ol>	
Objective	Action Steps	Priority (1,2,3)
1b. The BASD will have specific, district-wide and school-specific metrics for equity goal setting, action planning and reporting	<ol style="list-style-type: none"> <li>1. Task the district-wide data team to create data selection and collection criteria that are consistently used at the district, individual building, and classroom levels.</li> <li>2. Survey all the data currently collected to determine why is BASD collecting it and how BASD is collecting it. Define the data points to be reviewed consistently by everyone, identify if they are different by level, and then separate accordingly.               <ol style="list-style-type: none"> <li>a. Identify how to disaggregate the data consistently.</li> <li>b. Define protocols for selecting and collecting data at the district, school, classroom, and student levels.</li> </ol> </li> <li>3. District-wide data team selects a protocol(s) for reviewing and interpreting data to be used at the district, individual building, and classroom levels.               <ol style="list-style-type: none"> <li>a. Define a protocol(s) for reviewing and interpreting data. This protocol will be utilized three times during the year, i.e. beginning of year, mid-year, and end-of-year, and will include local, state, and national comparison.</li> </ol> </li> </ol>	

Objective	Action Steps	Priority (1,2,3)
<p>1b. The BASD will have specific, district-wide and school-specific metrics for equity goal setting, action planning and reporting (continued)</p>	<p>(cont.)</p> <ul style="list-style-type: none"> <li>b. Train staff on how to make observations based on data, utilize the observations to make a hypothesis on what needs to happen, place a plan/program in motion, and then return to evaluate what was effective.</li> <li>c. Develop a procedure on how to return to evaluate data to determine if a plan/program was effective.</li> <li>d. Review cohort data – where is a student in 11th grade versus where was the student in third grade. BASD must review cohorts of students who have moved through the system.</li> </ul> <p>4. District-wide data team defines a protocol(s) for acting on data and evaluating the effectiveness of action steps at the district, individual building, and classroom levels.</p> <ul style="list-style-type: none"> <li>a. Define a protocol(s) for developing and implementing action plans at the district, school, and classroom levels.</li> <li>b. Define a protocol(s) for reflecting on the effectiveness of actions steps at the district, school, and classroom levels.</li> </ul> <p>5. District-wide data team identifies data points to be collected and analyzed at the district, individual building, and classroom levels.</p> <ul style="list-style-type: none"> <li>a. Data points to be considered:</li> <li>b. Social/Emotional Learning</li> <li>c. Academic Achievement – Standardized Tests (PSSA, Keystone Exam, PSAT, SAT, ACT, AP), Course Grades, Benchmark Assessments, Dual Enrollment, Enrollment in Honors Courses</li> <li>d. Demographic make-up of various courses/levels <ul style="list-style-type: none"> <li>e. Attendance</li> <li>f. Behavior/Discipline Data</li> <li>g. Post-secondary Course Completion</li> <li>h. Extra-curricular Participation</li> <li>i. School Climate (Surveys and Random Samples)</li> <li>j. Interventions (include school year and summer school) – Students enrolled, length of enrollment, success of intervention</li> </ul> </li> </ul>	

<p><b>Objective</b></p> <p>1b. The BASD will have specific, district-wide and school-specific metrics for equity goal setting, action planning and reporting (continued).</p>	<p><b>Action Steps</b></p> <p>(cont.)</p> <ul style="list-style-type: none"> <li>k. Students Accessing Support Services (Health Van, Vision Van, Mental Health Clinics)</li> <li>l. Identify the appropriate students to target for interventions, supports, and stretch opportunities</li> <li>m. Number of Students in need of Special Education Services and/or 504s</li> <li>n. Transiency Rates (moving schools vs. staying in same school but changing addresses)</li> <li>o. Open Enrollment – Why and Who</li> <li>p. Enrollment</li> <li>q. Allocation of Resources (money, staff, etc.)</li> <li>r. Retention Rates</li> </ul>	<p><b>Priority (1,2,3)</b></p>
<p><b>Objective</b></p>	<p><b>Action Steps</b></p>	<p><b>Priority (1,2,3)</b></p>
<p>1c. BASD stakeholders will be aware of BASD equity metrics, current levels, goals, and action plans</p>	<ol style="list-style-type: none"> <li>1. District-wide data team identifies all internal and external stakeholder groups to receive information about BASD equity metrics, current levels, goals, and action plans.</li> <li>2. District-wide data team and school-level data team develop a plan for sharing identified data points and metrics to the stakeholder groups.</li> </ol>	
<p><b>Objective</b></p>	<p><b>Action Steps</b></p>	<p><b>Priority (1,2,3)</b></p>
<p>1d. Equity-related data/information will be collected, analyzed, and reported in an efficient public manner (see data quality cycle).</p>	<ol style="list-style-type: none"> <li>1. District-wide data team and school-level data team develop a plan for sharing identified data results to the stakeholder groups.</li> </ol> 	

# EXCELLENCE THROUGH EQUITY

## Action Planning: Equity in Student Engagement and Personal Skill Development

**Excellence Through Equity Plan:** Equity is a commitment to ensure that every student receives what he or she needs to succeed. Using a combined program evaluation and a strategic planning methodology, BASD stakeholders will develop a five chapter *BASD Excellence Through Equity Plan* that will create plans and guide actions needed to make opportunities to learn and grow accessible to all students.

**Guiding Purpose:** to eliminate race and family income as predictors of school success by guaranteeing equitable access to opportunities to learn and grow.

**Action Area Two:** Equity in Student Engagement and Personal Skill Development

### Objectives:

- 2a. Student services will be organized and delivered in a manner that provides successful internal and community-based interventions.
- 2b. There will be multi-faceted plans for student transitions into new organizational levels that address the unique emotion, social, and academic needs of minority and economically disadvantaged students.
- 2c. Minority and economically disadvantaged students will have adequate access to afterschool and weekend school activities.
- 2d. The Student Code of Conduct will promote restorative practices, as a means to impact the number and severity of disciplinary infractions committed by white vs. non-white students.

## Action Plans for Equity in Student Engagement and Personal Skill Development

Objective	Action Steps	Priority (1,2,3)
<p>2a. Student services will be organized and delivered in a manner that provides successful internal and community-based interventions</p>	<ol style="list-style-type: none"> <li>1. Complete a program evaluation of K-12 Guidance Services to develop comprehensive, integrated K-12 Developmental Counseling Plan with an equity lens.</li> <li>2. Provide professional development in appropriate/varied formats for counselors to have a clear understanding of school policies and procedures and the counselor’s role. Areas include:               <ol style="list-style-type: none"> <li>a. Special Education. Ed. Referrals/services, IEPs, 504s, Child Study/MTSS and FBAs, etc.</li> <li>b. Attendance/Truancy, Temporary Medical Excusal, Instruction in the Home.</li> <li>c. Homelessness</li> <li>d. Registration</li> <li>e. Equity enhancing course scheduling</li> <li>f. College/Career Planning with special attention to the needs of minority and economically-disadvantaged students</li> <li>g. Discipline</li> <li>h. Trauma-informed interventions for counselors, administrators, and staff</li> <li>i. BASD initiatives—especially those involving minority and economically-disadvantaged students.</li> </ol> </li> <li>3. Implement the use of an accessible, current database of social, community, and school-based services with a systematic way to refer students to those services.</li> </ol>	

Objective	Action Steps	Priority (1,2,3)
<p>2b. There will be multi-faceted plans for student transitions into new organizational levels that address the unique emotion, social, and academic needs of minority and economically disadvantaged students.</p>	<ol style="list-style-type: none"> <li>1. Determine the specific academic, ethnic, and cultural needs of children and their families as they enter kindergarten, and implement strategies of support.</li> <li>2. Address the unique needs of minority and economically-disadvantaged students and their families as they transition into Grade 6, Grade 9, and post-secondary institutions.</li> <li>3. Address the needs of transient/mobile students and families, and implement successful strategies related to registration (face to face or phone treatment), open enrollment, and attendance exceptions.</li> </ol>	
Objectives	Action Steps	Priority (1,2,3)
<p>2c. All students will have adequate access to during school, afterschool and weekend school activities.</p>	<ol style="list-style-type: none"> <li>1. Evaluate overall transportation in BASD (district-wide, school vans) and community (LANTA) routes to support minority and economically disadvantaged students to increase before/after/weekend activity participation               <ol style="list-style-type: none"> <li>a. Investigate the cost effectiveness of using the existing vans and/or purchasing more vans</li> <li>b. Explore partnerships with LANTA to include discounted passes and BASD-favorable routes.</li> <li>c. Establish transportation services that promote participation in dual enrollment courses.</li> </ol> </li> <li>2. Determine where fees and other student-born costs (equipment, clubs, camps, etc.) hinder minority and economically-disadvantaged student participation in school-based activities, and subsequently remove those predictable barriers.</li> <li>3. Use centrally located schools as hubs for district-wide activities.</li> <li>4. Review Open Enrollment and Attendance Exceptions policies and procedures to remove barriers to participation in school life faced by minority and economically-disadvantaged students.</li> </ol>	

<b>Objectives</b>	<b>Action Steps</b>	<b>Priority (1,2,3)</b>
<p>2d. Evaluate the Student Code of Conduct in light of the district's commitment to the Excellence through Equity Plan, Leader in Me, and Restorative Practices .</p>	<ol style="list-style-type: none"> <li>1. Incorporate Restorative Practices and Leader In Me language into the Code of Conduct.</li> <li>2. Track, compile and publicly report Code of Conduct infraction data in the aggregate, and for each demographic group of students. Require code infraction data as a data point in all schools' annual School Improvement Plans.</li> </ol>	

## EXCELLENCE THROUGH EQUITY

### Action Planning: Equity in Core and Stretch Learning

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**Action Area Three:** Equity in Core and Stretch Learning

#### Objectives:

3a. There will be a clear and specific district plan of action to have all BASD students reading at grade-level by the end of Grade 3

3b. There will be academic practices and procedures in place that encourage and support minority students' success in more challenging and rigorous course work. Specific actions will be taken related to ability grouping/tracking and academic supports.

3c. All students will have equitable access to online learning resources in school and at home

### Action Plans for Equity in Core and Stretch Learning

Objectives	Action Steps	Priority (1,2,3)
<p>3a. There will be a clear and specific district plan of action to have all BASD students reading at grade-level by the end of Grade 3.</p>	<ol style="list-style-type: none"> <li>1. Support the curriculum office in developing the BASD Early Literacy Plan: <i>presented by Dr. Silva to School Board on November 2nd.</i> <ol style="list-style-type: none"> <li>a. Address readiness and basic needs of learners</li> <li>b. Protect time on task</li> <li>c. Improve core reading instruction and assessment</li> <li>d. Create timely, effective interventions</li> <li>e. Create program sustainability</li> </ol> </li> <li>2. Review utilization of ESL teachers and teachers with ESL certifications (K-12) to determine staffing needs.</li> <li>3. Review utilization of gifted support to determine staffing needs.</li> <li>4. Provide Professional development for leaders, specialists, and teachers on cultural proficiency and literacy.</li> <li>5. Increase consistency of core programs and for Muti-Tiered Systems of Support (MTSS) across the district.</li> <li>6. Acquire and use effectively modern, scientifically-based based reading instruction materials.</li> </ol>	
Objectives	Action Steps	Priority (1,2,3)
<p>3b. There will be academic practices and procedures in place that encourage and support minority and economically disadvantaged student success in more challenging and rigorous course work.</p>	<p>Elementary:</p> <ol style="list-style-type: none"> <li>1. Maintain heterogeneous ELA, Science, Social Studies classes in K-5.</li> <li>2. Develop a plan to support heterogeneous classes in Math K-3.               <ol style="list-style-type: none"> <li>a. Provide professional development for Math differentiation</li> <li>b. Develop MTSS for Math.</li> <li>c. Review utilization of gifted support teachers.</li> </ol> </li> </ol>	

Objectives	Action Steps	Priority (1,2,3)
<p>3b. There will be academic practices and procedures in place that encourage and support minority and economically disadvantaged student success in more challenging and rigorous course work (continued).</p>	<p>Middle</p> <ol style="list-style-type: none"> <li>1. Develop a plan to establish and support heterogeneous ELA, Science, Social Studies classes.</li> <li>2. Explore math being taught “off-team” to support equity and achievement goals</li> <li>3. Use Read 180 as an intervention, not a Core program.</li> <li>4. Develop MTSS for Reading.</li> <li>5. Develop MTSS for Math.</li> <li>6. Define focus area for each grade level to foster independence.</li> <li>7. Provide a safe, quiet, monitored space for students to study, do homework, group work, and access digital resources in the school from 6 AM to 8 PM Monday to Friday.</li> <li>8. Provide expanded professional development in personalization, competency-based learning, and differentiation</li> </ol> <p>High School</p> <ol style="list-style-type: none"> <li>1. Provide a safe, quiet, monitored space for students to study, do homework, group work, and access digital resources in the school from 6 AM to 8 PM Monday to Friday.</li> <li>2. Encourage all students to “level-up” and personalize their academic experience with access to needed supports.</li> <li>3. Implement after-school tutoring program for academic support and homework help with teachers.</li> <li>4. Align secondary programs for the AP/Honors, Academic, ESOL, and Special Education courses.</li> <li>5. Use a variety of data to strategically identify “stretch learners” and support them in taking more rigorous courses.</li> <li>6. Provide time during the school day for ALL students to seek support, guidance, tutoring, etc. (academic support classroom for regular education students)</li> <li>7. Review class rank system. Remove harmful effects of needless competition.</li> <li>8. Provide professional development in personalization, competency-based learning, and differentiation.</li> </ol>	

Objectives	Action Steps	Priority (1,2,3)
<p>3c. All students have equitable access to online learning resources in school and at home</p>	<ol style="list-style-type: none"> <li>1. Provide a safe, quiet, monitored space for students to access digital resources. in the school from 6 AM to 8 PM Monday to Friday. (with transportation)               <ol style="list-style-type: none"> <li>a. Use school buildings as hubs for internet and devices.</li> <li>b. Use Boys &amp; Girls Club, Lynfield Terrace, Community Centers as hubs.</li> </ol> </li> <li>2. Conduct a detailed study of internet and device accessibility in the Bethlehem community and homes. Determine needs.</li> <li>3. Develop an internet (mifi) and device loan program in school libraries.</li> <li>4. Encourage and accept community donations of compatible electronic equipment. BASD reviews devices &amp; gives to BASD students.</li> <li>5. Partner with local businesses to create BASD-friendly “hot-spots.”</li> </ol>	

# EXCELLENCE THROUGH EQUITY

## Action Planning: Equity in Professional Development

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**Action Area Five:** Equity in Professional Development

### Objectives:

- 4a. All faculty and staff will know and appreciate the difference between equal availability and equitable access.
- 4b. All faculty and staff will have a common definition and notion of cultural proficiency.
- 4c. All teachers will understand how to appropriately personalize instruction and differentiate instruction in ways that meets the unique needs of minority and economically disadvantaged students.

## Action Plans for Equity in Professional Development

Objective	Action Steps	Priority (1,2,3)
<p>4a. Faculty and staff will know and appreciate the difference between equal availability and equitable access</p>	<p>1. Convene the BASD District-wide Professional Development (Act 48) Committee, guided by the following principles:</p> <ul style="list-style-type: none"> <li>a) Serve as advisory role to administration on improving the effectiveness of the district-wide professional development system.</li> <li>b) Align BASD professional development philosophy and structure to best practices in personalized, competency-based professional learning. Include culturally-responsive teaching and trauma-informed teaching as key instructional credential for teachers and administrators.</li> <li>c) Advise on year-long district-wide professional development plans for district and schools in the year prior to the start of the school year, as possible.</li> <li>d) Develop district-wide database of experienced professionals to assist in professional development.</li> <li>e) Review recommendations for district-wide B-FLEX and Temporary Duty Assignment implementation.</li> <li>f) Review recommendations to expand additional time for professional development through Act 80 days (1 or ½)</li> <li>g) Examine and evaluate <a href="#">C.A.R.E</a> model for district-wide professional development.</li> </ul>	

<b>Objective</b>	<b>Action Steps</b>	<b>Priority (1,2,3)</b>
<p>4b. Faculty and staff will have a common definition and notion of cultural proficiency</p>	<ol style="list-style-type: none"> <li>1. Develop and implement professional development that:               <ol style="list-style-type: none"> <li>a) Establishes baseline equity training for all BASD staff, including faculty, administration, and support staff.</li> <li>b) Provides training for faculty and administrators using data at the school and classroom levels for reflection, planning, and implementation. (Supports Equity Data Team)</li> <li>c) Incorporates year-long “mini lessons” for BASD staff to be delivered in smaller groups, ex. faculty meetings, to keep focus monthly on equity goals and actions.</li> </ol> </li> <li>2. Embed equity-focused professional development lens in all professional development through systematic process/forms.</li> </ol>	
<b>Objective</b>	<b>Action Steps</b>	<b>Priority (1,2,3)</b>
<p>4c. All teachers will understand how to appropriately personalize instruction and differentiate instruction in ways that meets the unique needs of minority and economically disadvantaged students.</p>	<ol style="list-style-type: none"> <li>1. Establish a consistent focus for faculty and administrators to connect professional development on equity to components of the Danielson Framework.</li> <li>2. Develop plans for personalized professional development systems that still satisfy the requirements to the PA Teacher Effectiveness System/PA 82-1 (teacher evaluation).</li> </ol>	

# EXCELLENCE THROUGH EQUITY

## Action Planning: Equity in Parent Involvement

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**Action Area Five:** Equity in Parent Involvement

### Objectives:

- 5a. Minority and economically disadvantaged parents have equitable access to parent involvement/engagement opportunities?
- 5b. Minority and economically- disadvantaged parents will feel welcome in our schools and classrooms.
- 5c. Administrators and teachers communicate equitably and effectively with all parents.

## Action Plans for Equity in Parent Involvement

Objectives	Action Steps	Priority (1,2,3)
<p>5a. Minority and economically disadvantaged parents have equitable access to parent involvement/engagement opportunities?</p>	<ol style="list-style-type: none"> <li>1. Survey stakeholders to identify strategies to increase parent communication and engagement.               <ol style="list-style-type: none"> <li>a. Make survey available electronically on school website and via schools social media.</li> <li>b. Send Parent Links via phone, email and text to initiate opening of two week survey window, as well as a reminder at mid point</li> </ol> </li>   <li>2. Direct the District-wide Data team to organize survey results for each individual school and provide a report to all 22 schools. Provide district wide results to central office.</li>   <li>3. Direct each school to review data and choose one barrier that prevents parent involvement. Formulate and execute an action plan that increases parent participation—with specific attention to minority and economically-disadvantaged families. (This action step will be implemented as an “equity goal” on the school’s action plan.)</li>   <li>4. Develop and implement a comprehensive BASD Social Media Plan.</li>   <li>5. Maintain a Twitter account at all schools in the Bethlehem Area School District. This will include making the twitter feed readily accessible directly on the homepage of the respective school.</li> </ol>	

<b>Objective</b>	<b>Action Steps</b>	<b>Priority (1,2,3)</b>
<p>5b. Minority and economically-disadvantaged parents will feel welcome in our schools and classrooms.</p>	<ol style="list-style-type: none"> <li>1. Provide customer service training/ professional development training to secretarial staff on in-service days including cultural competency.</li> <li>2. Provide electronic “Welcome Cards” created for all 23 offices. (Schools and Ed. Center)</li> <li>3. Place a Tablet in each of the 23 BASD offices to capture parent visitors’ perceptions of BASD’s “customer service.” Data from the “customer satisfaction” inquiry will be compiled into school performance reports at regular intervals. Offices will use the data to identify weakness in meeting the needs of parents, and create corrective measures.</li> <li>4. Generate a district campaign that informs the BASD school community about this customer service initiative that includes Superintendent Parent Link messages, Twitter feed, and video on district Web site.</li> </ol>	
<b>Objective</b>	<b>Action Steps</b>	<b>Priority (1,2,3)</b>
<p>5c. Administrators and teachers communicate equitably and effectively with all parents.</p>	<ol style="list-style-type: none"> <li>1. Distribute district and school related documents/information in English and Spanish. Documents will be produced in other languages as deemed necessary by the school in conjunction with the CLA office.</li> <li>2. Teachers and counselors will conduct positive home contacts monthly via phone and/or emails with respect to minority or economically-disadvantaged students that are meeting/exceeding expectations.</li> <li>3. Establish a consistent, universal system of parent links, social media (Twitter and Facebook) for BASD schools. Send weekly parent link by Principals with happenings in the school, and to periodically remind parents how to view parent portal (Secondary schools)</li> </ol>	