

Putting “Equity” into Practice

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Think-Pair-Share

What do you think of when
you hear the word **EQUITY**?

Our Thoughts

- Fair means everyone gets what they need.
- Student needs drive programs, structures, schedules, and systems.
- We teach/lead for the students we have, not the students we wish we had.
- This work is hard--one size fits all can't cut it.
- We have to support and develop adults to grow and sustain.
- Constant learning, reflection, and problem-solving.

Scenarios

#1: You are assigned to lead a new school. You learn that the school uses a Walk to Read model. The model is described to you as follows: “Core” students are taught the core curriculum in a large class for 90 minutes with one teacher. “Strategic” and “intervention” students are taught a remedial reading curriculum in small classes for 90 minutes with a support teacher. Is this equitable? How do you approach this model?

#2: Your student demographics are as follows-- 30% white, 20% Asian, 20% Hispanic, 20% African American, 10% Other. In reviewing your discipline data, you realize that 50% of your incidents involve African American students, 30% involve Hispanic students, 15% involve White students, and 5% involve Other students. Is this equitable? What do you do?

Vestal K8: Working to Reduce Disproportionate & Exclusionary Discipline

The Big Question

"If a child doesn't know how to read, we teach. If a child doesn't know how to swim, we teach. If a child doesn't know how to multiply, we teach. If a child doesn't know how to drive, we teach. If a child doesn't know how to behave, we...teach? punish? Why don't we finish the last sentence as automatically as we do the others?"

(Tom Hoerner, NASDE President)

Disrupting the School to Prison Pipeline

- 40% students expelled from US schools each year are Black.
- 70% students referred to law enforcement by schools are Black/Latino.
- Black students are 3.5x more likely than white students to be suspended.
- 61% of US prison population is Black/Latino.

Key Components

Lenses: Trauma-Informed + Racially/Culturally-
Relevant



PBIS + Restorative Practices + Social Emotional Learning

Building a Trauma-Informed School

A trauma-informed school...

Realizes both the widespread impact of trauma and the role the school can play in promoting resiliency; recognizes the signs and impacts of trauma in students, families and staff; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization of students and staff.

* Adapted from SAMHSA's Concept of Trauma and Guidance for a Trauma Informed Approach (2014) by the DCI trauma informed schools advisory group.

Moving from Trauma to Resiliency

Children who experience chronic trauma:

- Have trouble forming/maintaining relationships
- Disconnect from their own feelings
- Struggle to read self and others effectively
- Experience emotional dysregulation
- See threat everywhere (Paper Tigers)

Schools that foster resiliency:

- Focus on relationship-building
- Provide structure, predictability, and safety
- Teach self-regulation
- Understand what underlies behavior
- Ask “what happened to you?” NOT “what’s wrong with you?”
- Shift away from punitive approaches

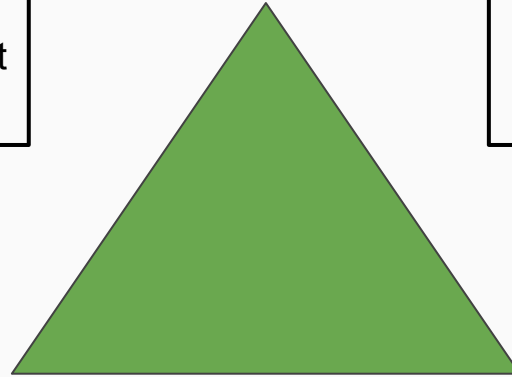
Non-Punitive Frameworks: Community-Building & Accountability

PBIS:

- Clear expectations & routines
- Commitment to teaching and re-teaching behavior
- Systems for recognizing met expectations
- Systems for responding to unmet expectations

Restorative Practices:

- Community-building circles
- Focus on relationships
- Acknowledgement of “harm” done and commitment to restoration
- Commitment to meaningful re-entry to community



Social Emotional Learning:

- Explicit time & tools to teach self-regulation (i.e. Zones of Regulation, Mind Up, Advisory, etc.)

Woodmere K5 - WIN (*What I Need*) Enrichment and Intervention Blocks



Woodmere Elementary

Located in Portland's outer southeast, Woodmere's diversity is its strength. Our student demographics are as follows:

- 35% White, 24% Latino, 21% Asian, 9% Multi-race, 7% Black, 4% Other
- 86% qualify for free/reduced lunch
- Over 18 different native languages spoken; 40% identified ELL students
- 20% students with disabilities; 21% mobility rate
- Focus School; currently a level 4 school

Master Schedule

- Weekly Professional Development (WPD)
- *What I Need* (WIN) Blocks
 - A school-wide system structured within the master schedule
 - Reading and Math Enrichment/Intervention
 - 150-225 additional reading minutes; 120-135 additional math minutes
 - By grade level bands (K/1st; 2nd/3rd; and 4th/5th)
 - A flood of 10-12 staff during every block including classroom teachers, SpEd teacher, ESL teacher, Support Teachers, Specials Teachers, Educational Assistants

Master Schedule

2015 - 2016 MASTER		Monday					Tuesday					Wednesday					Thursday					Friday							
		K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3
7:45	8:00	PREP					PREP					PREP					PREP					PREP							
8:00	8:15	PREP					PREP					PREP					PREP					PREP							
8:15	8:30	PREP					PREP					PREP					PREP					PREP							
8:30	8:45	Breakfast - Attendance - Duty					Breakfast - Attendance - Duty					Breakfast - Attendance - Duty					Breakfast - Attendance - Duty					Breakfast - Attendance - Duty							
8:45	9:00	WIN - Reading 8:45-9:30	ELA 8:45-10:15	Math 8:45-9:45			WIN - Reading 8:45-9:30	ELA 8:45-10:15	WPD 4 th 9:15-9:45	Math 9:15-9:45			WIN - Reading 8:45-9:30	ELA 8:45-10:15	Math 8:45-9:45			WIN - Reading 8:45-9:30	ELA 8:45-10:15	Math 8:45-9:45			WIN - Reading 8:45-9:30	ELA 8:45-10:15	Math 8:45-9:45				
9:00	9:15								PE/Lib 9:15-9:45																				
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9:30	9:45	ELA 9:30-11					ELA 9:30-11					ELA 9:30-11					ELA 9:30-11					ELA 9:30-11							
9:45	10:00			WIN - Math 9:45-10:15										WIN - Math 9:45-10:15										WIN - Math 9:45-10:15					
10:00	10:15																												
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10:30	10:45										PE/Lib 10:15-10:45																		
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11:15	11:30		Recess 11:25-11:55					Recess 11:25-11:55					Recess 11:25-11:55				Recess 11:25-11:55					Recess 11:25-11:55							
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2:45	3:00																												

What Happened?

- SpEd schedule created in an hour
 - All students serviced during the WIN blocks where IEP minutes were exceeded per week
- Educational Assistants delivered small group instruction
 - As planned by teachers, through the use of scripted curricula
- Students desired to attend WIN Reading and Math
 - Groups as small as 3 students for our tier 3 learners; as large as 23 for our tier 1 learners
 - Curricula used included LLI, ERI, Comprehension Toolkit, Junior Great Books, and a Novel Study with OBOB books (and other in reading); Bridges Intervention Pilot in math
 - TAG students naturally received and participated in higher level dialogue and interactions
- A stronger focus on the CORE

Staffing and Professional Development

- Rtl Support Teachers
 - K-2nd (and family liaison); 3rd-5th (and data analyst)
 - Participated in selecting the Leveled Literacy Intervention (LLI) curriculum
- Attended Rtl Conference in Minnesota, summer 2015
- Half of the teachers participated in a three day LLI professional development
- Media Specialist participates in the reading blocks; PE and Music teachers participate in the math blocks

The Process

- Students are Benchmarked
 - September, January, May
 - Dibels (K-3), EasyCBM (4-5) in Reading; Scantron (K-5) in Math
 - DRAs are assessed to our tier 2 and 3 students and by need
- Teachers Participate in Grade-Band Data Days (100% Meetings)
 - K/1st; 2nd/3rd; and 4th/5th
 - Reading and Math
 - Core and WIN
 - Student Growth Goals are Created

The Process (cont.)

- WIN Begins
 - October-January; February-May
- Grade-Band Progress Meetings are Held (20% Meetings)
 - After the first 6 weeks
 - Changes are made as necessary

Equitable Decisions, Rigorous Expectations

- The Core is Highlighted and Remains Heterogeneous
- The Enrichment/Intervention WIN Blocks are carefully created through the use of data and teacher anecdotal records
 - By grade band, allowing for a specialized small group scaffolding to enrichment providing the opportunity of higher order thinking and dialogue
 - By race/ethnicity, gender, and individuality