

Ann Arbor Public Schools Equity Plan

Mission: To ensure equitable practices across the AAPS organization for each and every person.



District Equity Team

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AAPS Working Definition of Equity

Equity is the moral responsibility of each member of our learning community to take the intentional actions necessary to create a learning community free of barriers, biases, and disproportionality for each and every person regardless of personal characteristics and social circumstances.

Pillars

1. Perpetuating Systems of Equity and Opportunity
2. Courageous, Equity-Centered Leadership
3. Systemic Transformation of Culture
4. Equity-Centered School and Classroom Practices
5. Family and Community Empowerment

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1. Perpetuating Systems of Equity and Opportunity	
Goal	Align district procedures, regulations, practices, and resource allocation to our moral responsibility of ensuring equity throughout our organization.
Objectives	<ol style="list-style-type: none"> 1. District departments and schools continuously engage constituent voices to improve equity-centered practices. 2. Broader community has a pathway for reporting breaches of equity. 3. All AAPS policies are equity-centered and regularly reviewed. 4. Resources are allocated by the needs of the learning community.
Actions	<ul style="list-style-type: none"> ● Develop and implement rubrics for evaluating district practices and policies. ● Develop and implement a system for allocating resources to meet equity standards. ● Identify intentional efforts to reach out to the broader community through organizations, parent groups, <i>et cetera</i>. ● Create confidential opportunities for families and constituents to report breaches of equity at all levels in the organization.
Indicators of Success	<ul style="list-style-type: none"> ● Policies reflect equitable changes. ● Resources are allocated equitably. ● Climate surveys reflect positive movement in constituent perceptions about the quality of our schools in meeting student needs. ● Rubrics are consistently being used to evaluate district and school progress. ● Reported breaches of equity are addressed and reduced over time. ● Representation at parent organizational meetings, district and school events, conferences and advisory committees will reflect the district's demographics. ● Celebrations of success stories are captured and shared.

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2. Courageous, Equity-Centered Leadership	
Goal	Demonstrate bold and courageous actions necessary to remove inequities within our system to create a learning and work environment that is safe, welcoming, and free of barriers, biases, and disproportionality.
Objectives	<ol style="list-style-type: none"> 1. Leaders confront their own biases and skillfully facilitate others in understanding and eliminating their biases. 2. Leaders take bold action to remove inequities through intentional assessment and plan development. 3. Leaders set clear expectations for staff around equity in their learning communities and work environments. 4. Leaders monitor for accountability and continuous improvement of equity. 5. Leaders hire, train, develop and retain staff with equity in mind.
Actions	<ul style="list-style-type: none"> ● Complete equity audit in collaboration with equity partners at every school. ● Create and provide a series of professional development for all staff and parent organizations (online and face to face modules). ● Leaders complete a self-assessment and regularly reflect and take action to ensure equitable practices.
Indicators of Success	<ul style="list-style-type: none"> ● Equitable practices are evident in School Improvement Plans. ● Staff and faculty reflect district demographics. ● Data trends (achievement, special education, discipline, advanced classes, primary educational environment, and extra-curricular) reflect district demographics. ● Onboarding equity modules are created and implemented with all new hires.

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3. Systemic Transformation of Culture	
Goal	Cultivate an organizational mindset in which equity is embodied within all programming, staffing, and curriculum necessary to support the core values of our system.
Objectives	<ol style="list-style-type: none"> 1. Mindsets, beliefs, and values underlying equity are intentionally cultivated and are diffused in every facet of district and school programming and operations. 2. “Leadership for equity” is intentionally cultivated, celebrated, and diffused among non-positional leaders (e.g., equity teams, teachers, support staff willing to take on leadership roles). 3. District staff are able to articulate an adequate understanding of specific evidence-based practices necessary to meet equity-centered goals. 4. Student, staff, and parent groups believe they are treated as valued members of a school community. 5. Staff, student and parent equity teams work as dynamic partners with school administration in identifying school equity issues, solutions, and opportunities.
Actions	<ul style="list-style-type: none"> ● Create and modify structures and events to educate staff, students and parents about equity-related issues. ● Ensure school culture/climate data measures includes the core values of our system. ● Create training to address the most critical gaps of knowledge and practice around equity-related issues. ● Systematically implement structures and procedures to address breaches of equity. Provide support and problem solving as needed.
Indicators of Success	<ul style="list-style-type: none"> ● Staff, students and parents are active participants and contributors on equity teams. ● Equity centered strategies are implemented when recruiting, hiring, training, developing, and retaining staff. ● Staff hired and retained represents district demographics. ● Every person demonstrates their commitment through bold and courageous actions.

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4. Equity-Centered School and Classroom Practices	
Goal	Identify and implement evidence-based strategies and practices to build capacity of the learning community to remove all barriers that impede student learning and ensure all students are engaged, valued, and supported.
Objectives	<ol style="list-style-type: none"> 1. Staff will effectively implement equitable practices (i.e. culturally relevant teaching/pedagogy, relationship building and social-emotional learning) daily. 2. Representation of district demographics in all curricular and extracurricular programs. 3. Each student is well-known by strength, need, and culture by staff. 4. Each student is connected to a caring adult in the school environment. 5. Create equitable academic and social environments that support student learning, growth, and development where no predictability exists based on personal characteristics and social circumstances.
Actions	<ul style="list-style-type: none"> ● Classroom student placements are free of biases. ● Evaluate and support all staff to grow in order to support the social, emotional and academic development of each and every student in AAPS. ● Eliminate barriers to access and participation in curricular, co-curricular, and extracurricular activities and environments. ● Conduct an equity audit of current classroom practices and curriculum. ● Develop and implement a specific, PK-12 curriculum around biases and equity.
Indicators of Success	<ul style="list-style-type: none"> ● No predictable achievement or disciplinary disparities exist based on personal characteristics and social circumstances. ● Membership in advanced classes, clubs, and activities reflects district demographics. ● Fewer students referred for special education eligibility with special attention to disproportionality. ● Staff, students and families can identify equitable practices in the school and learning community.

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5. Family and Community Empowerment	
Goal	Empower families and cultivate partnerships to have agency within our system that is consistent with a culture of equity.
Objectives	<ol style="list-style-type: none"> 1. Increase the knowledge and skills of the families to pursue their passions and interests related to their individual and collective needs. 2. Improve access to resources, and remove barriers to resources for individuals and families. 3. Create and connect with community partners to provide supports and services.
Actions	<ul style="list-style-type: none"> ● Implement and expand programming for families. ● Identify and expand community resources to support the needs of students and families. ● Publish a guide to community support resources and organizations. ● Translate resources for families who speak different languages. ● Identify methods for connecting with individual families at all levels in the organization.
Indicators of Success	<ul style="list-style-type: none"> ● Families are independently accessing and utilizing resources, supports, and services. ● Multiple methods of communication are used to provide information to individuals and families. ● Parent climate survey data indicates greater agency and access. ● Partnerships exist to address gaps in equity audit.

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