



2020
- 2023

Naperville 2023
Community Unit School District



Comprehensive **Equity** Plan

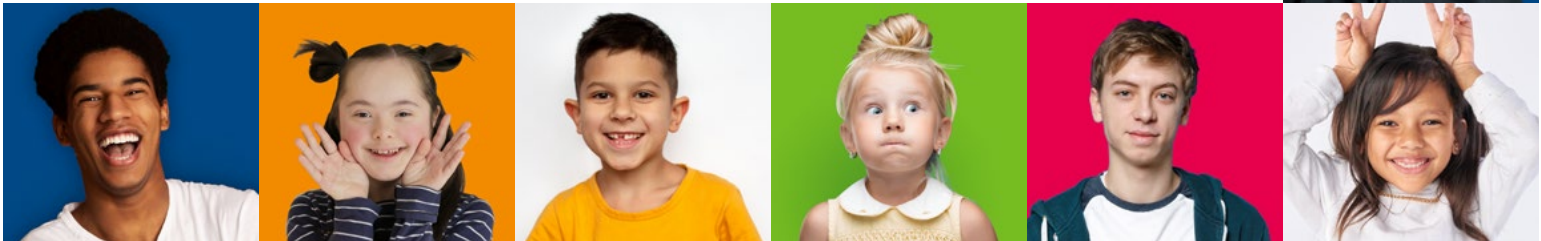


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Diversity & Inclusion

Belief Statement

Naperville Community Unit School District 203 appreciates, affirms, and is inclusive of the range of differences in people and ideas. Cultivating a culture of inclusion exemplifies our belief that an exemplary school district, ***“values the dignity and uniqueness of each individual.”*** We are committed to creating an environment where diversity and inclusion is evident in who we are and what we do. We seek to identify and address inequities and all forms of discrimination and intolerance. We believe it is the responsibility of our school district to offer students a diverse set of experiences and perspectives that will better prepare them to thrive in an inclusive, global community and world.

Diversity & Inclusion

Purpose of Document

Naperville 203 is widely recognized as a top-performing, well-resourced PreK-12 school district in Illinois. We set high standards and expectations for our students and have consistently ranked highly on state and national performance assessments. Despite our overall high-academic achievement patterns, we are aware of persistent racial, ethnic, and economic related disparities and inequities in our students' learning and comprehensive school experiences.

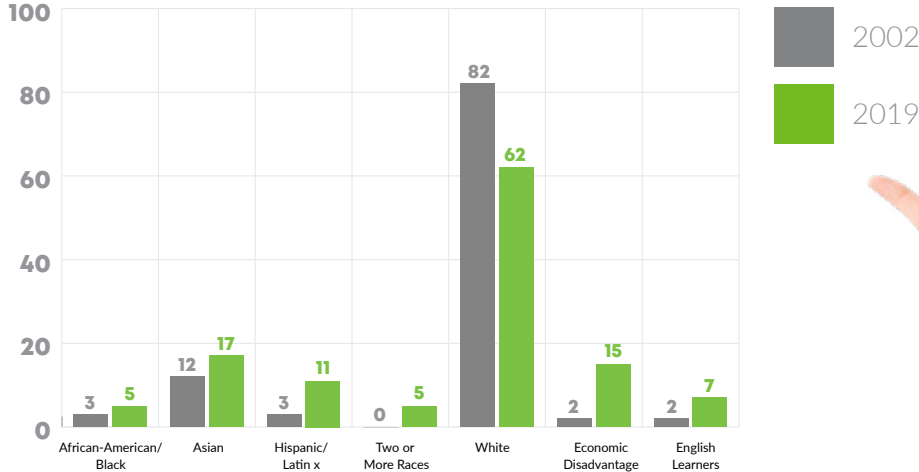
Naperville 203 must focus on educational equity to ensure every student has access to exemplary learning opportunities with the support they need to be *“self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.”*

We will achieve educational equity when educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships (*Fraser, 2008; Great Lakes Equity Center, 2012, n.p.*)



Naperville Student Demographic Data

Comparison Data 2002 to 2020



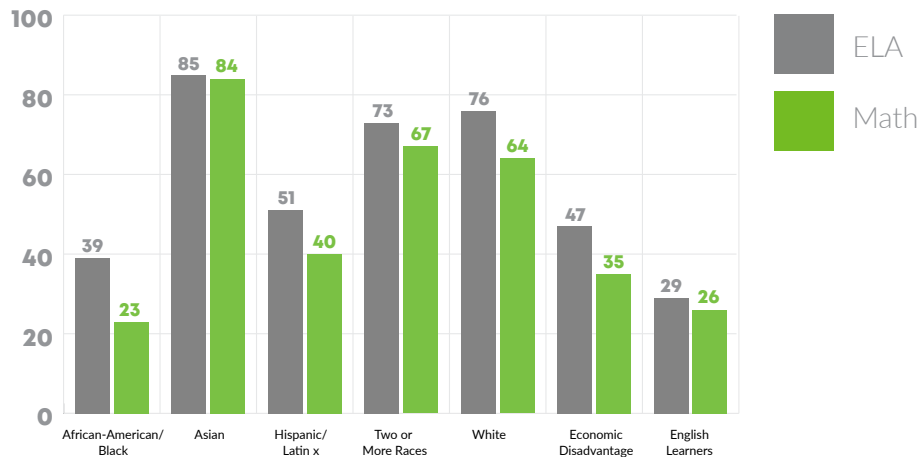
Consistent with national trends, the demographic makeup of Naperville 203's student population has shifted greatly since 2002. Naperville 203 is more racially, ethnically, and economically diverse than ever before.

Note: 2002 is used as a benchmark because "Two or More Races" and "English Learners" data were first reported that year.



Academic Performance Outcomes:

Illinois Assessment of Readiness Data Trends by Student Groups (2019)



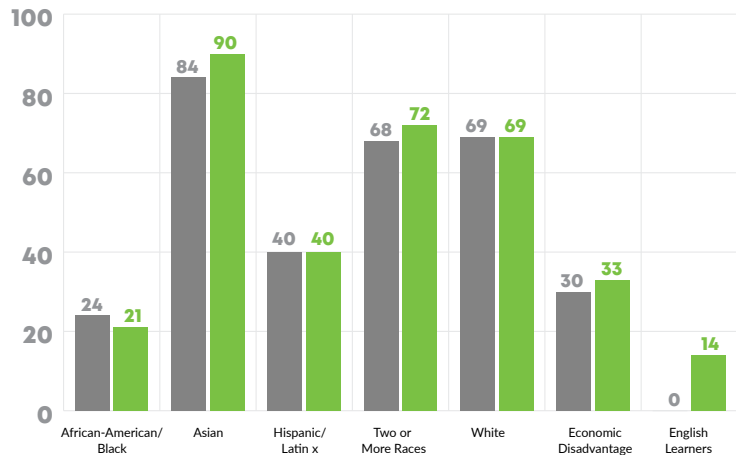
In our District, academic achievement gaps exist between student groups (i.e.: race, ethnicity, income, and English proficiency) on standardized exams such as the Illinois Assessment of Readiness (IAR) and the SAT examinations

in English language arts and math. Closing these gaps is a majority priority for our District and a primary purpose for developing this Comprehensive Equity Plan.



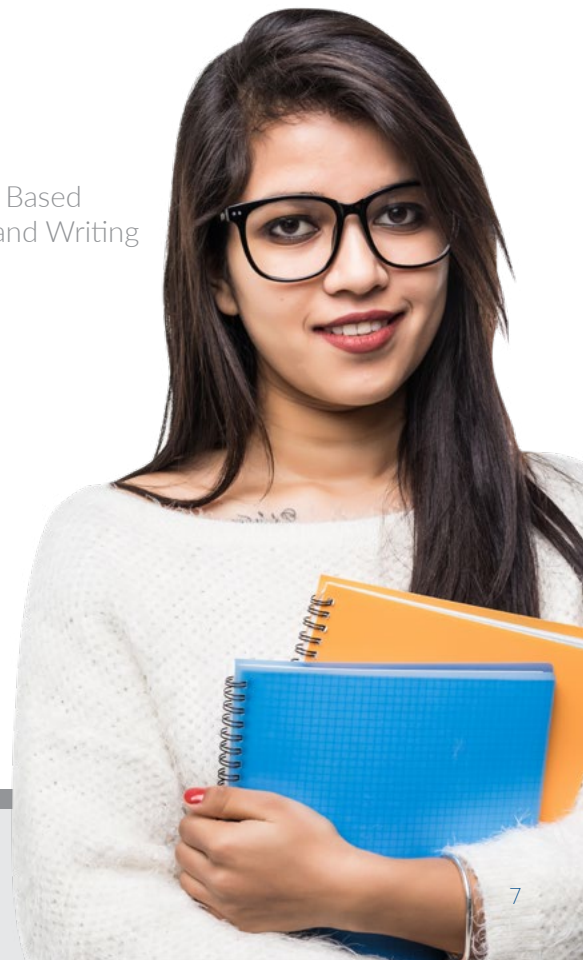
Academic Performance Outcomes:

SAT by Student Groups (2019)



Evidence Based Reading and Writing

Math





In June 2020, Naperville 203 Board of Education and district administrators pledged our commitment to undo inequities that exist in our policies and practices to create a truly equitable learning environment for all students.

This Comprehensive Equity Plan will better position Naperville 203 to fulfill this commitment and support focused, quality improvement work in our schools.

This work will result in equitable processes and outcomes for all students, with a specific focus on student groups that have been historically marginalized and underrepresented in Naperville 203.

This Comprehensive Equity Plan identifies strategies to uncover, understand, and eliminate systemic inequities including but not limited to achievement gaps, disproportionate

suspension rates, overidentification of special education services, disproportionate enrollment in advanced classes, and connectedness to school.

This Plan will help hold the District accountable to meet its indicators of success in achieving educational equity as outlined.

This Plan also works in tandem with other district-wide efforts such as the Multi-tiered System of Support (MTSS) and Social-Emotional Learning (SEL) plans in a coordinated system to ensure that every student thrives and achieves their fullest potential.

Pillars of **Success**



Systemic
Transformation
of Culture



Courageous,
Equity Centered
Staff



Equity Centered
Schools and
Classroom Practices



Perpetuating
Systems of Equity
and Opportunity



Family and
Community
Empowerment



Indicators of Success

By 2023

- Principles of comprehensive equity plan are the foundation of school improvement and will be reflected in school improvement plans.
- District data trends will indicate at least a nine percent (9%) reduction in academic gaps for the following student groups: Black/African-American, Hispanic/Latinx, special education, English learners, and economically disadvantaged.
- District data trends for students who are eligible for special education services will be proportional to the overall district demographics.
- Data trends in the area of discipline, advanced classes and extracurricular activities will reflect positive movement towards district demographics.
- District data trends will indicate at least a nine percent (9%) reduction in demographic workforce gaps for certified and non-certified permanent staff, respectively in each racial/ethnic group including Asian, Black/African-American, and Hispanic/Latinx.
- Retention rates for racial/ethnic groups including Asian, Black/African-American, and Hispanic/Latinx will remain substantially equal to the overall retention rate for certified and non-certified permanent staff, using 2020 as a benchmark year.
- At least 80% of student respondents from non-majority identity groups in grades 6-12 will report that they have a meaningful and positive connection in their school as evidenced by survey data and focus group participation and feedback.
- At least 80% of respondents from families of students in non-dominant identity groups will report that they have a meaningful and positive connection in their school as evidenced by survey data and focus group participation and feedback.



Authors and Reviewers



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Rakeda Leaks, Ed.D., Executive Director of Diversity and Inclusion; Christine Igoe, Ed.D., Assistant Superintendent of Student Services; and Jayne Willard, Assistant Superintendent of Curriculum and Instruction created the initial draft of the Naperville 203's comprehensive equity plan.

To ensure diverse voices and perspectives were reflected, the following individuals and groups reviewed and provided key input in the final comprehensive equity plan to create the conditions for a truly equitable and inclusive learning environment where all students thrive to their fullest potential.

- *Naperville 203 Board of Education*
- *Naperville 203 cabinet leadership team*
- *Naperville 203 district leadership team (including all principals, high school APs, and district senior leadership)*
- *Naperville 203 diversity advisory committee (comprised of D203 faculty/staff and parents/caregivers from each school)*
- *Midwest & Plains Equity Assistance Center*

Systemic Transformation of Culture



Objective:

Staff will:

- **Foster** positive and meaningful relationships with students and families across race and cultural groups
- **Create** conditions where students/staff, regardless of race and culture, feel connected, safe, and are valued contributing members of the school community
 - *This includes student to student interactions as well as student to teacher interactions*
- **Refrain** from any language that alienates or marginalizes any person or group of people
- **Recognize** and actively counter known bias when implementing school rules and discipline procedures
- **Systematically gather** student voice and respond to needs as it relates to all students having a positive sense of belonging
- **Share** the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism, implicit bias, and discrimination

Students will:

- **Engage** in positive, respectful student to student relationships across all aspects of the school community
- **Create** meaningful connections/relationships across race and cultural groups
- **Understand** how their actions can positively and negatively impact both the school and classroom community, and when necessary, engage in practices to repair any harm
- **Take action** and feel empowered when they witness inequities in an academic and activity based setting

Overall goal:

Create a climate and culture that ensures all people consistently feel valued, respected, included, safe, and contributing members to all school environments

Systemic Transformation of **Culture**



Key Actions

- **Create** a team of diverse stakeholders to develop an annual training model for students in grades 6-12 that will cover equity-related topics including but not limited to anti-racism, implicit biases and microaggressions
- **Implement** an annual training model for students in grades 6-12 that will cover equity-related topics including but not limited to anti-racism, implicit biases and microaggressions
- **Gather** student voice through diversity, equity, and inclusion focused student surveys, focus groups, panel discussions, feedback from student organizations, and inclusive classroom practices
- **Clearly communicate** to staff that they are expected to refrain from any language that alienates or marginalizes any person or group of people

Courageous, **Equity-Centered Staff**



Objective:

Staff will:

- **Understand** that current school and societal structures and practices create barriers to an equitable, safe, and welcoming school environment
- **Recognize** that educators play a vital role in creating an equitable, safe, and welcoming school environment
- **Identify** current instructional practices that unintentionally create barriers to an equitable, safe, and welcoming school environment
- **Implement** intentional practices that create an equitable, safe, and welcoming school environment
- **Confront** implicit biases
- **Skillfully facilitate** others in understanding and eliminating their biases

Overall goal:

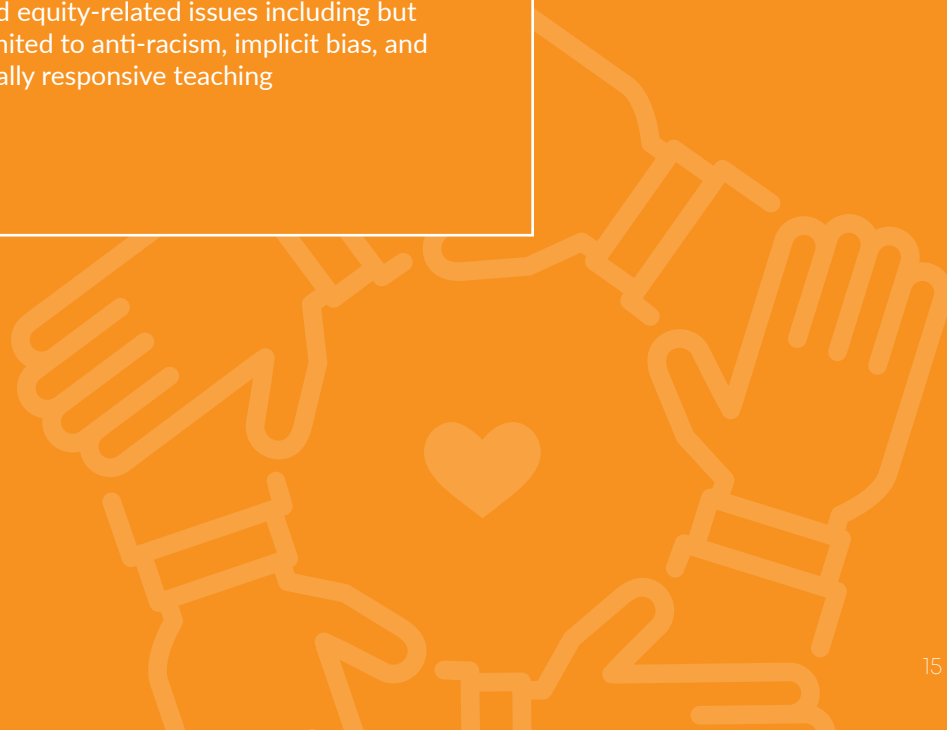
To build the capacity of all staff to ensure an inclusive, equitable school environment that fosters positive relationships and values the dignity and uniqueness of all people in our school community through ongoing professional learning, self-reflection and transparent dialogue

Courageous, **Equity-Centered Staff**



Key Actions

- **Provide** staff training to address the most critical gaps of knowledge and practice around equity-related issues including but not limited to anti-racism, implicit bias, and culturally responsive teaching



Equity-Centered School and Classroom Practices



Objective:

Teachers will:

- **Set high expectations** for Black, Latinx, special education, English learners and all other student groups at all times
- **Evaluate and select** instructional resources and learning experiences that are culturally responsive and represent all students
- **Implement** a curriculum that provides access, representation, and meaningful participation for all students
- **Include** the contributions of Asian, Black, Indigenous, Latinx, LGBTQ+ and other diverse groups in history and how they have positively impacted society

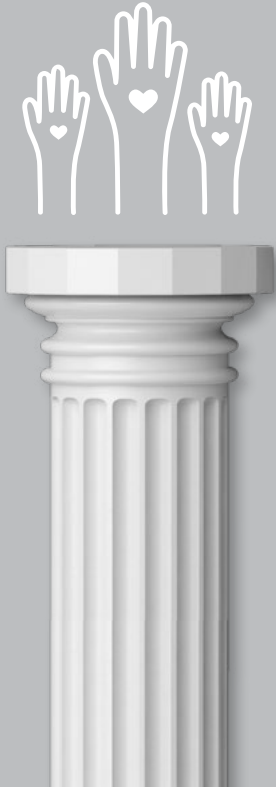
Administrators will:

- **Ensure** that instructional experiences are culturally responsive and inclusive of all students and families
- **Ensure** that the implemented curriculum and instructional practices provide access, representation, meaningful participation, and high expectations for all students

Overall goal:

Curriculum, instruction, and resources will provide access for all and incorporate a culturally responsive lens that includes diverse cultures and representation, building all students' capacity to achieve at high levels and collaboratively contribute to a global society

Equity-Centered **School and Classroom Practices**



Key Actions

- **Ensure** that instructional experiences are culturally responsive and inclusive of all students and families
- **Ensure** that the implemented curriculum and instructional practices provides access, representation, meaningful participation, and high expectations for all students



Perpetuating Systems of **Equity and Opportunity**



Objective:

Administration will:

- **Revise** policies, procedures, and practices through an equity-based lens
- **Recognize** and actively counter known bias when implementing policies and procedures
- **Allocate** resources based upon an equitable support model considering the needs of the learning community
- **Ensure and communicate** the existing pathways for reporting breaches of equity
- **Hire and retain** diverse workforce that represents district and school demographics

Overall goal:

Align district procedures, regulations, practices, and resource allocation to the district's mission and beliefs



Perpetuating Systems of **Equity and Opportunity**



Key Actions

- **Identify** a diverse committee to review Board policies and provide recommendations to cabinet leadership to change any policies that perpetuate racism and inequities
- **Create** a “grow your own” teacher model to encourage Asian, Black, and Latinx high school students to become teachers and return to District 203 to teach
- **Actively recruit** educator candidates from and build effective partnerships with Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs)
- **Support and leverage** employee resource groups for Asian, Black, Latinx, LGBTQ+, and other diverse groups to participate directly in the District's ongoing diversity and inclusion initiatives and assist the District in fully integrating the equity plan into our day-to-day practices

Family and Community **Empowerment**



Objective:

Administration will:

- **Ensures** that all experiences align to the District 203 Belief Statement;
 - *Values the dignity and uniqueness of each individual*
 - *Promotes responsible citizenship*
 - *Is the result of a collective partnership of students, staff, parents and community*
- **Engage** in transparent dialogue with all stakeholders on the structures and behaviors that support and negate equity
- **Engage** district and community partners and school-based family groups to develop partnerships in building an equitable and inclusive school and district events and experiences
- **Foster** connectedness within the school community amongst educators, administrators, students and families
- **Continuously engage** constituent voices to improve equity-centered practices

Overall goal:

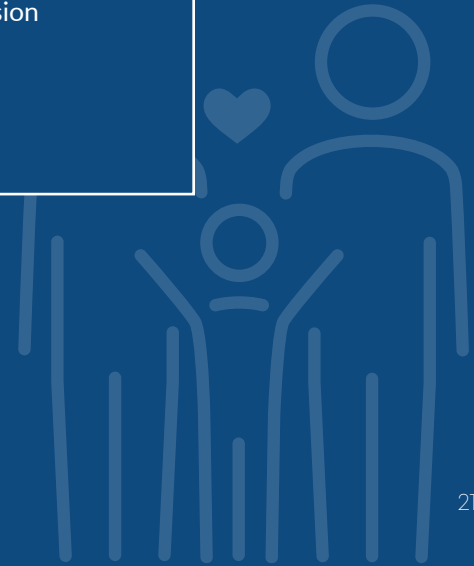
To foster effective partnerships with families and trusted community advocates to create meaningful and inclusive engagement to support student learning and success

Family and Community **Empowerment**



Key Actions

- **Implement and expand** programming for families
- **Identify and expand** community resources to support the needs of students and families
- **Translate** resources for families who speak different languages
- **Offer** interactive forums and other opportunities to engage in the meaningful dialogue and discussion on equity-related topics to generate ideas and suggestions that ultimately strengthen the learning community





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