

McLean Equity Action Plan School Year 2024- 2025 in Review

District Equity Leadership Team
June 18, 2025



Unit 5 BOE Statement

The Unit 5 Board of Education is committed to dismantling systemic barriers to learning and educational success for every student. In doing so, Board Members pledge to pursue educational equity and excellence for all and empower a climate and culture of respect for students, families, and staff. This commitment advances Unit 5's mission, philosophy, and equity action plan.

DELT Equity Statement

McLean County Unit 5 recognizes that “educating each student to achieve personal excellence” requires a commitment to diversity, equity and inclusion. The district will work proactively to create a safe and welcoming environment for all regardless of identity including, but not limited to: race, ethnicity, sex, nationality, ability/differently-abled, immigration status, religion, sexual orientation, gender identity, gender expression, socioeconomic status, and language. This includes ensuring systemic and continuous development toward advancing equity within all policies and practices while removing institutional barriers that affect student learning and achievement.

District Commitments

COMMITMENTS				
				
INTEGRITY	BELONGING	ENGAGEMENT	TEAMWORK	EXCELLENCE
<i>We are committed to challenging what we do and how we do it. Therefore, we build trust and earn respect through honesty, fair process, and transparency in our decision-making.</i>	<i>We are committed to fostering a safe, courageous, and inclusive environment for all. Therefore, we develop relationships that are accepting, validating, and appreciative of differences.</i>	<i>We are committed to igniting inspiration and supporting innovation. Therefore, we optimize learning experiences that foster curiosity and develop a passion for learning among all students and staff.</i>	<i>We are committed to making a collective and collaborative impact. Therefore, we are intentional about being open to all ideas and solutions toward accomplishing our goals.</i>	<i>We are committed to high expectations with high support. Therefore, we elevate our community by embracing change through continuous improvement, individually and collectively.</i>

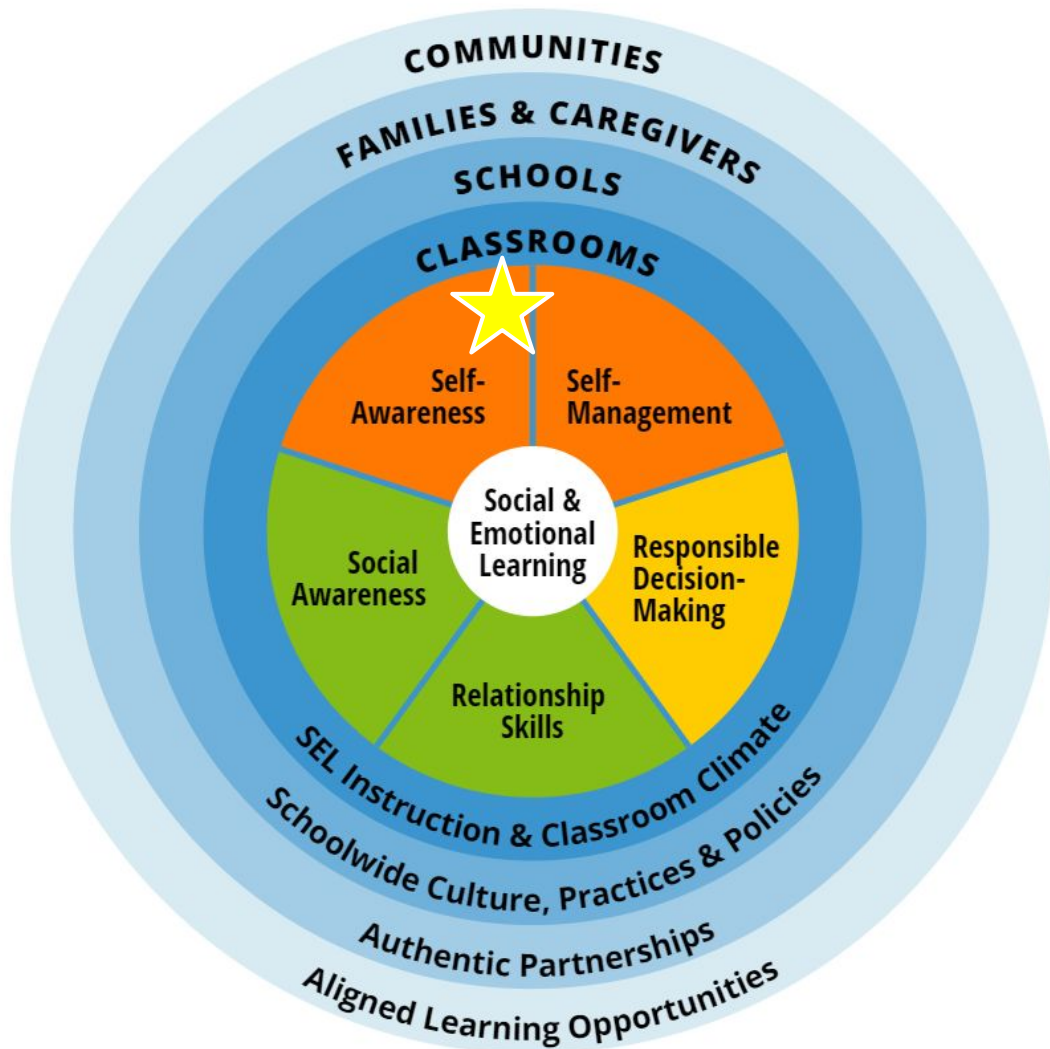


This work is about creating an environment where students succeed (academically and socially/emotionally).

ADULT behavior directly impacts **STUDENT** behavior.

CASEL

*Collaborative for
Academic,
Social, and
Emotional Learning*



McLean Equity Action Plan 2024-2025 Review

District Equity Leadership Team: Strands

01

Systems

02

Professional Development

03

Teaching & Learning

04

Student Voice Climate & Culture

05

Families and Community as Agency



Systems

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibilities.

Strand Members: Emily Castrejon, Christina Mables, Dr. Nicasio, Heather Rogers, Jason Salrin, Latysha Watson, Dr. Weikle, Cameo Williams



Unit 5 Equity Action Plan

Systems

	<u>Objective</u>	<u>Measure</u>	<u>Timeline</u>
# 1.2	Review BOE policies and procedures through an equity lens.	Policy Committee, P/T Advisory Committee	Ongoing
# 1.3	Communicate and promote DELT and BOE statements regarding diversity, equity, and inclusion	# DELT applicants QR Code -new hires Equity Champion Sticker	July 2024-May 2025



Unit 5 Equity Action Plan

Systems

Objective

Measure

Timeline

1.4

Develop short term and long term plans to recruit a highly qualified and diverse staff.

Student Job Fairs, Stay Interviews, Educ Marketing to Sts

July 2024 - Ongoing

1.5

Develop a retention plan of diverse Unit 5 staff.

Stay Interviews, New Teacher Testimonials

July 2024 - Ongoing

Systems Highlights

- Prioritized list of policies for the Parent-Teacher Advisory Committee to review
- Policy Committee continued to review policies, procedures, and exhibit through an inclusive and equitable lens
- HR conducted stay interviews
- Encouraged DELT representation from all buildings/departments
- Partnered with HS students to design logos for District Equity Champions



Metrics

- **Positive trends in BIPOC administrator representation since 2021:**
 - **5% (2021), 7% (2022), 13% (2023), 12% (2024)**
- **Retention of African-American/Black teachers is 92% compared to the overall average of 90%**
- **Conducted 44 stay interviews**
- **Six policies, procedures, and exhibits were reviewed by the Parent-Teacher Advisory Committee using the equitable policy review protocol**
- **Positive trends in DELT membership since 2023**
 - **17 new members (23-24), 9 (24-25), 55 interested (25-26)**



Teaching & Learning

To intentionally embed equity-driven pedagogy in curriculum, resources, instructional approaches, use and consideration of assessments, and academic programming for the purpose of advancing equity among all students.

Strand Members: Maggie Lakebrink, Diedre Ripka, Moe Backe, Julie Hagler, Carrie Chapman, Jenny Miller, Laura Fleri, Bianca Clark



Unit 5 Equity Action Plan

Teaching & Learning

Objective

Measure

Timeline

24-25

5 Trainings
Delivered

Self Reflection
Resource
Developed

Staff Survey
Developed for
Next Steps

Completed
April 2025

2.2

Implement a training plan for all educators to incorporate culturally responsive pedagogy and practices.



Unit 5 Equity Action Plan

Teaching & Learning

Objective

Measures

Timeline

2.3

Develop a framework for educators to analyze academic, behavioral, and social emotional data across multiple contexts with an equity lens.

SIP Goals
continually tied
to Cycles of
Inquiry

PBIS Coach
Training on
analyzing
behavior data

Completed
May 2025



Unit 5 Equity Action Plan

Teaching & Learning

	<u>Objective</u>	<u>Measure</u>	<u>Timeline</u>
2.4	Develop a list of potential curriculum work to be done in addressing equity issues.	IMC Budget for Diverse Books Developed Curriculum Audit Tool	Completed August 2024 Completed January 2025



Teaching & Learning Outcome Highlights

CULTURALLY RESPONSIVE

Self Reflection

NAME: _____ DATE: _____ SPACE: _____

REFLECT: FOR EACH OF THE FOLLOWING QUESTIONS, PLEASE USE THE CONTINUUM TO IDENTIFY YOUR CURRENT DEGREE OF IMPLEMENTATION.

0=NOT AT ALL 1=STARTING 2=SOME 3=MOSTLY 4=FULLY IN PLACE

THINK: WHAT ARE THE OBSERVABLE ACTIONS I DO TO ACHIEVE THIS? THINK ABOUT WHAT CONCRETE EXAMPLES SUPPORT YOUR REFLECTION.

Rating

☐ ☐ ☐ ☐ ☐

Step 1: Reflect on your Planning

- My self-selected resources reflect a variety of identities (ex: gender, race, ability, family constellation, etc.)
- Consider: Is the resource reinforcing a stereotype or focusing on strengths and positive contributions? Do the students see themselves reflected?
- My learning activities are differentiated to include a wide variety of lived experiences.
- Consider: How will students interact with this activity? How will students see themselves reflected in this activity?
- I provide opportunities for student voice and choice. This may include resources, assessments, learning activities, etc.

My Goal for This Area

Rating

☐ ☐ ☐ ☐ ☐

Step 2: Reflect on your Environment

- I use relationship-building strategies to develop & encourage respectful, inclusive interactions between all members of the school community.
- Consider: explicit morning meetings, circles, authentic conversation, effective language
- Consider: different relationships: student-student, educator-student, educator-educator
- I have high expectations for all students.
- Consider: Differentiation in the classroom is not lowering expectations but providing support to meet students in line to the expectations.
- I provide opportunities for student voice and choice. This may include class room norms, routines, expectations, etc.
- When responding to behavior, I am sensitive to students' individual needs and respectful of their lived experiences.

My Goal for This Area

EQUITY CURRICULUM AUDIT				
Directions: Review the questions related to each criteria area. Rate curriculum based on the scale below in each criteria area.				
Criteria	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Inclusive, Affirming Representation Consider: What message is communicated about marginalized groups? Are differences normalized and well represented in the content?	Content lacks representation of diverse backgrounds, identities, and experiences.	Content includes limited representation of diverse backgrounds, identities, and experiences. Representation may be tokenized or stereotypical.	Content includes individuals and perspectives from a range of backgrounds, identities, and experiences. Representation is present, but may be unbalanced or lack depth in some areas.	Content includes individuals and perspectives from a wide range of backgrounds, identities, and experiences. Representation is balanced and meaningful throughout.
Multiple Perspectives Consider: Are multiple perspectives shared? Is the dominant cultural perspective considered the only correct one?	Content presents a single or narrow perspective on issues, topics, and events.	Content presents limited perspectives on issues, topics, and events. Perspectives may be one-sided or lack depth.	Content presents multiple perspectives on issues, topics, and events. Perspectives are present, but may not be explored in depth or with nuance.	Content presents multiple and diverse perspectives on issues, topics, and events. Perspectives encourage critical thinking.
Authenticity Consider: Are the portrayals of people & their lived experiences authentic vs reinforcing stereotypes?	Content lacks authenticity; perpetuates harmful stereotypes or cultural inaccuracies.	Content contains inaccuracies or some stereotypes or misrepresentations.	Content is mostly accurate, but may lack some depth or nuance in reflecting real-world experiences and perspectives.	Content is accurate, respectful, and reflects real-world experiences and perspectives.
Assumed Common Experience Consider: What assumptions are made about students' background knowledge and lived experiences? How is the curriculum accessible to students of a variety of lived experiences?	Content relies entirely on assumptions about common experiences or shared knowledge without providing any context or background information.	Content makes assumptions about common experiences or shared knowledge without providing sufficient context or background information.	Content mostly avoids making assumptions about common experiences or shared knowledge. It provides some context and background information, but occasionally prioritizes a dominant narrative.	Content avoids making assumptions about common experiences or shared knowledge. It provides necessary context and background information. Content values varied lived experiences and perspectives.
Structural Ideology Consider: What ideologies (i.e. racism, sexism, colorblindness, ableism, etc.) are reinforced and/or critiqued through the content? Are groups blamed for their experiences of systemic injustice?	Content actively promotes harmful ideologies or power structures.	Content reinforces dominant ideologies and power structures without critical analysis.	Content acknowledges dominant ideologies and power structures.	Content challenges and critiques dominant ideologies and power structures.
Language Consider: Are there any harmful, antiquated, violent, or offensive terms or depictions? Is the language affirming & inclusive or exclusive (i.e. gender binary)?	Language is offensive or discriminatory.	Language is unclear, inaccurate, or contains stereotypes.	Language is mostly clear and accessible, but may contain some stereotypes.	Language is clear, accessible, engaging, and inclusive. It avoids stereotypes.
Relevance and Accessibility Consider: How would students access and connect to the content? Consider Universal Design for Learning	Content is irrelevant and/or inaccessible to learners' lives and experiences.	Content has limited relevance to learners' lives and experiences. May lack accessibility for some students.	Content is mostly relevant, accessible and meaningful to learners' lives and experiences.	Content is relevant, accessible, and meaningful to learners' lives and experiences.
Authority Consider: What are the author's lived experiences or expertise in relation to the content? Are sources research-based?	Authors and sources lack credibility or expertise, undermining the content's authority.	Some authors or sources lack credibility, leading to questionable reliability.	Authors and sources are credible, with minor gaps in demonstrated expertise or authority.	Authors and sources are highly credible, with clear expertise and authenticity in the topics presented.
Based on ratings, what additional considerations would be needed upon the rollout of the curriculum based on areas of needed improvement.				
*Criteria and reflective questions are adopted from the Seed the Way Equity Audit document.				



Professional Development

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of educational equity.

Strand Members: Michelle Lamboley, Courtney McClure, Madyson Hepner, Dr. Angie Codron, Monique Hall, Jennifer Chedister



Unit 5 Equity Action Plan

Professional Learning

	<u>Objective</u>	<u>Measure</u>	<u>Timeline</u>
4.1	a. Include a process for the continuous updating of the onboarding in-person and online training to reflect diversity, equity, & inclusion training concepts past and current b. Include equity topics as part of monthly discussion with mentors for certified staff	(M/I 4.1a) Verify completion for each staff member onboarded after the start of the year (M/I 4.1b) Mentoring manual updated	Continuous Yearly
4.2	Embed the past trainings topics (microaggressions, implicit bias, and identity, framework, we believe statements, etc) into the equity trainings to build a review plan/proactive plan for when these topics occur within training discussions and availability in the Hub	(M/I 4.2a) Qualitative: discussion between strands	August 2024



Unit 5 Equity Action Plan

Professional Learning

Objective

Measure

Timeline

4.3

Build a way to develop professional development requests for district trainings and/or resources (Ex. lead/request training, lead/request book study, etc)

(M/I 4.3a):
Quantitative: Review the request responses yearly to plan for future trainings/offerings to develop an all district "Summit" professional development with Excellence in Education focus

September 2024;
Spring/
Summer 2025

Sample Excellence Summit Sessions: SIP and EQUITY: Linking Passion to Productivity, IEPs from a Family Perspective, Secondary Music: Representation in Repertoire, All Means ALL: Co-teaching for Inclusive and Empowering Classrooms



Unit 5 Equity Action Plan

Professional Learning

	<u>Objective</u>	<u>Measure</u>	<u>Timeline</u>
4.4	Create an accountability plan that measures impact of equity training throughout the district	(M/I. 4.4a) Quantitative: Creation of an infographic for each school building and equity data current reality and celebrations (M/I. 4.4b) Qualitative: review feedback from admin/staff/trainers about support needed following trainings	August 2025 and ongoing
4.5	Incorporate individualized professional development within the Hub	(M/I. 4.5) Qualitative: Align Hub resources with professional development requests and past training topics	Summer/Fall 2025; Continuous Yearly

A

B

C

D

E

F

G



Strand Descriptions : Click on the tab or name of the strand to find related resources

Unit 5 District Commitments supported by each strand ▾

DELT ▾Systems ▾Professional Learning ▾Teaching & Learning ▾Student Voice, Climate, & Culture ▾Families and Community as Agencies ▾**Integrity:**

We believe in challenging what we do and how we do it. Therefore, we build trust and earn respect through honest, fair process, and transparency in our decision-making

Unit 5 DEI Page

Stay Interviews
Policy Review

SEAAT is a representative group of secondary students in Unit 5.

Building opportunities for families and the community to communicate with staff

Belonging:

We believe in fostering a safe, courageous, and inclusive environment for all. Therefore, we develop relationships that are accepting, validating, and appreciative of differences.

DELT discusses practices to affirm all identities.

Affinity Group Toolkit
Stay Interviews

Districtwide PD to reduce bias, increase inclusion, and be responsive to diversity

Ensure access to the district website and other communication tools by supporting translation and interpretation

Engagement:

We believe in igniting inspiration and supporting innovation. Therefore, we optimize learning experiences that foster curiosity and develop a passion for learning among all students and staff.

Affinity Groups

Equity Logos

Seeking engaging and culturally relevant instructional material for students

Students share about their experiences with district leadership

Teamwork:

We believe in making a collective and collaborative impact. Therefore, we are intentional about being open to all ideas and solutions toward accomplishing our goals.

District Equity Leadership Team

DEI Terminology

Supporting collaboration opportunities within grade levels

Student gather as a district collaborative and at their respective schools to share diverse student experiences

Excellence:

We believe in high expectations with high support. Therefore, we elevate our community by embracing change through continuous improvement, individually and collectively.

Strategic Plan Alignment

Highlights
Policy Review
District Staff Spotlight

Building PD evaluations that allow staff to reflect on the content

Unit 5 Mission Statement: Educating each student to achieve personal excellence.**Unit 5 Vision Statement:** To inspire curiosity, empower and grow individuals, elevate community, and prepare for the future.**Unit 5 Focus Areas:** Inspiring a Culture of Learning, Creating Foundations for the Future, and Building and Strengthening Our Community

Professional Learning Highlights

- Yearly plan for updating the onboarding video
- Development of a review slide deck that incorporates training topics from previous years to be used at opening day institute trainings
- Creation of a way for staff voice to be used in the professional development district-wide conference for an Excellence in Education Summit in September 2025
- Accountability plan through a common school/district infographic to share current realities and celebrations of our school improvement plan work through an equity lens
- Creation of Diversity, Equity, & Inclusion Hub sub-committee to store and share past trainings and resources

Professional Learning

Training

- 5 trainings were created and presented to all staff on Institute days over the course of the 24-25 school year
- Trainings and mentoring guidebook incorporate review of all the topics from past equity trainings over the past 4 years

Excellence in Equity Summit

- 35 unique sessions offered to staff presented by a variety of school stakeholders (paraprofessionals, family coordinators, teachers, admin, etc)
- All-district conference idea came from feedback from trainings with additional ideas and expertise within U5

Infographic Template

- A common infographic will be completed by each school sharing their current realities and celebrations in our equity work with a tie to school improvement plans



Student Voice, Climate & Culture

To consistently seek students' feedback and experiences on organizational culture and climate.

Strand Members: Sylvester Davis, Terri Peoples, Christina Ellis, Kelly Fitzgerald, Darrin Cooper, Liz Tomera, Courtney Knowles, Megan Peterson, Amy Reiman, Dr. Brandon Caffey



Unit 5 Equity Action Plan

Student Voice Climate & Culture *To consistently seek students' feedback and experiences on organizational culture and climate.*

Objective

Measure

Timeline

3.1

Continue to grow and develop the district level Student Equity Action and Advisory Team (SEAAT) to address diversity, equity and inclusion in our district.

3.1a: (DELT) Continue to assist in identifying diverse voices from the middle and high school. This groups of students would serve on the SEAAT team.



Unit 5 Equity



Plan

Student Voice Climate & Culture *To consistently seek students' feedback and experiences on organizational culture and climate.*

Objective

Measure

Timeline

3.5

Responding to issues and implementing responses proposed by SEAAT

3.5a Focus on making SEAAT known in each building to be the voice and action of change in buildings.

Ongoing

SVCC & SEAAT by the Numbers



Members of
SEAAT

representing our
diverse students

All 6 Secondary School
Represented



NCHS



NCWHS



CJHS

EJHS

KJHS

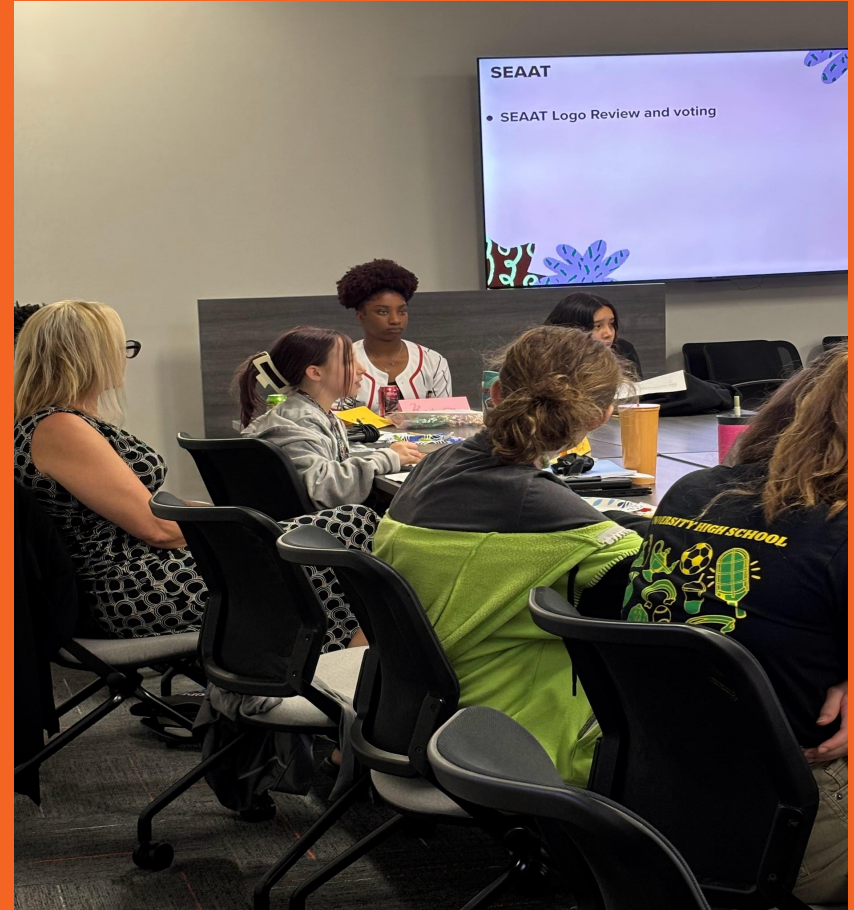
PJHS



4 Meetings
3 Virtual +
1 In Person

SVCC Highlights

- Branding



SVCC Highlights

- Assigned an Adult Representative to each building to meet on site with students during virtual meetings
- SEAAT members reached out to other clubs and organizations for feedback
- Each building set meetings with their principals to discuss ways to make SEAAT known and begin implementing their action items



SVCC Highlights

- During our in person meeting, teams shared their ideas, accomplishments (action), next steps.
- They had additional collaboration time to build off the ideas of others.





Family & Community as Agency

To partner with all families and the community for authentic opportunities to serve the students, the school, and district.

Strand Members: Dayna Brown, Jen Sikes, Gina Tenuta, Bryan Thomas, Claye Vogelsang, Leslie Webb, Kelly Winter



Unit 5 Equity Action Plan

Family and Community as Agency

Objective

Measure

Timeline

#5.1

Implement inclusive and effective communication to families to build intentional partnerships

Identify and utilize technology to support communication.

Implementation for SY 24-25 and beyond.

#5.3

Build diverse relationships throughout the community

Connect with organizations and stakeholders to address needs and collect feedback.

Ongoing

FCA Highlights

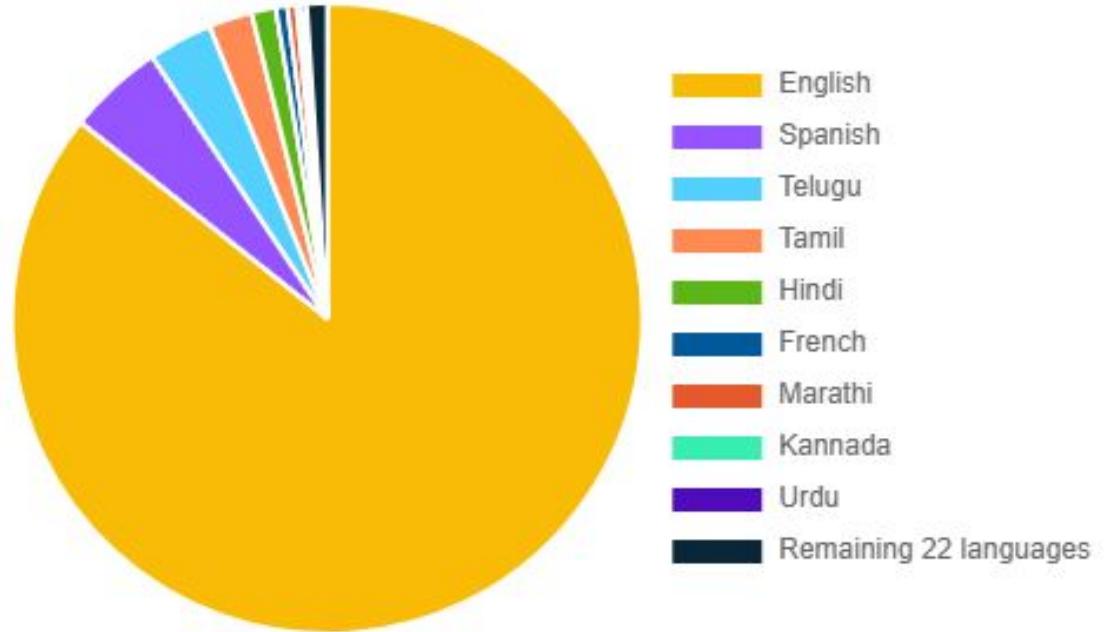
- **Overall progress towards linguistic accessibility**
 - **District wide access to Talking Points translation services for ease of communication with all families regardless of home language spoken**
 - **Utilization of Language Line hosted through the ROE**
- **Build a network of community agencies to support diversity, equity and inclusion**
 - **Utilized community agencies to address housing insecurities**
 - **Community partnerships provide culturally representative clothing and hygiene products**
- **Family Cafe implementation**

Talking Points

Two-way conversation for multilingual families and Unit 5 staff.

- Text or through app
- 30 languages
- Non-rostered staff K-12 and 6-12

Contacts by language



Family Cafe

- Interactive and inclusive group conversation
- Opportunity for connection for students and parents
- Feedback, questions, and information all shared freely

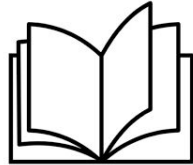


2025 -2026 Action Planning

Systems



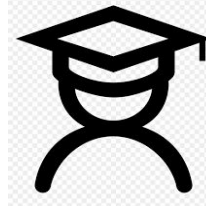
Teaching & Learning



Professional Learning



**Student Voice,
Climate &
Culture**



**Families &
Communities as
Agency**



Thank you

