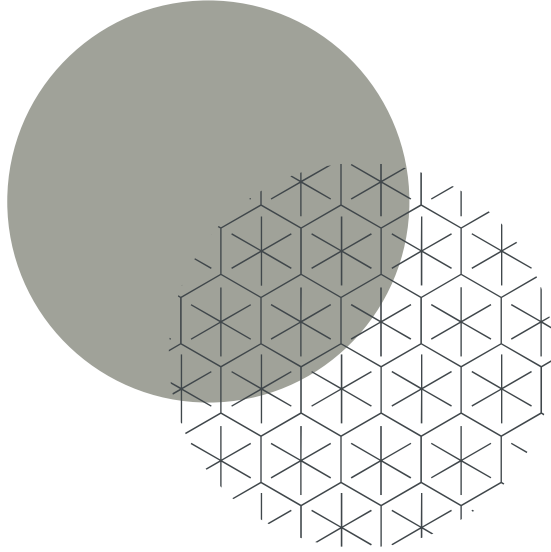
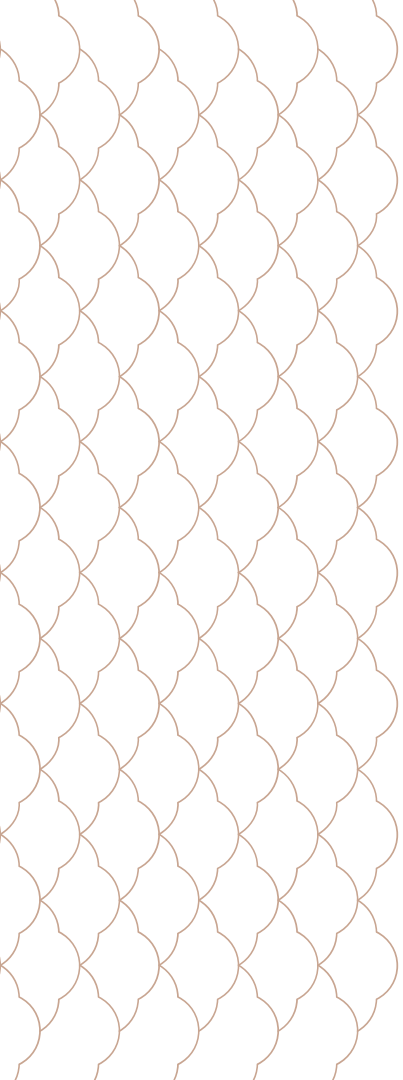




# June 2021 MS54 Equity Team Meeting

- Objective 1: The steering team will summarize our Year in Review
- Objective 2: We will create actionable goals to maximize opportunities for more equity and inclusion at MS54 next school year



## Agenda 7-8:30PM

- Introductions & announcements of upcoming events (10 min)
- Equity steering team presents slideshow Year in Review (10 min)
- Padlet brainstorming (10 min)
- Breakout rooms (20 min)
- Presentations & discussion (30 min)
- Closure (5 min)



# **Year end special events to celebrate diversity at MS54**

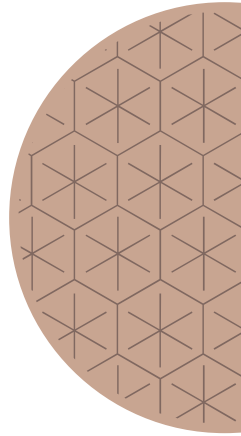
→ **AAA's scavenger hunt**

→ **Juneteenth celebrations**


→ **GSA's slideshow, Pride Mask decorating next week, & Equity's resource list for Pride month**

# Year in Review: What We Accomplished

- Epic Reading Support
- Promotion of Student Affinity Groups
- Mental health resources compiled in collaboration with social work staff
- Research and resources for professional development provided to SLT
- Weekly resources to support and celebrate the rich diversity in our school
- Formal Equity representation on PTA Executive Board
- Guest Speakers Guidelines in collaboration with PTA Executive Board
- Provided multiple forums for input and discussion of equity-related issues




# Year in Review: What We Learned



This year, the equity steering committee met with many different focus groups to hear the needs of specific constituencies. This included meeting with teachers, paras, parents, and students; communicating with leadership including the PTA and SLT; and collaborative efforts with the school's affinity groups and the after school homework help program.

We are incredibly grateful for the increased participation and engagement from parents, administration and especially our teachers.



What we present today is the culmination of a year in conversation. Although there is always more to discuss, today we want to focus on the themes that emerged and meaningful action we can take as a community.

# Categories of opportunities for more equity in the 2021-2022 school year

**01** Communication

**03** Building  
community

**02** Academics

**04** Representation

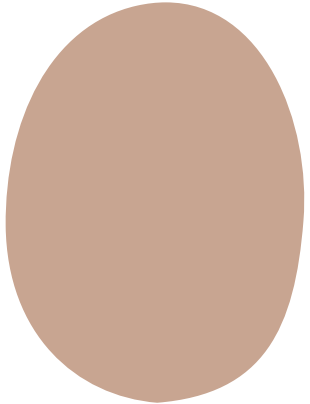
**05**

Navigating  
Conflict



01

# Communication



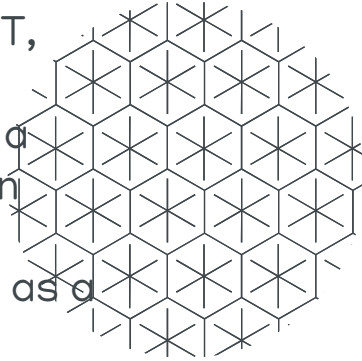
# What we learned and areas of opportunity:

- Some school meetings can be jargon-heavy and follow a formal structure, which may discourage involvement especially for new families. It might be useful to have a standard visual slide or verbal announcement that is available to begin MS54 meetings so that **language** is clear, norms are set, and acronyms are clarified.
- Some parents are most comfortable communicating in another language
- Using **multiple modes of communication** including Jupiter and text message apps (e.g. Remind) in addition to e-mail and the school website may reach more families



# Breakout room suggestions

1. Continue school leadership meetings (PTA, Equity, SLT, Wellness, etc.) on zoom.
  - If there is a school meeting in person, there should be a designated zoom leader to make sure participants can hear, see, and participate.
  - Zoom leader should repeat the question that is asked as a modification for auditory issues
2. It should become part of usual meeting practice to create a list of terms or 'things to know' defined at the beginning of the meeting
  - EX: In this meeting, we're going to be talking about differentiation, which is...
3. Booker T. Glossary (Equity, PTA, SLT, common pedagogical language like 'formative assessment', etc.)





02

# Academics

---

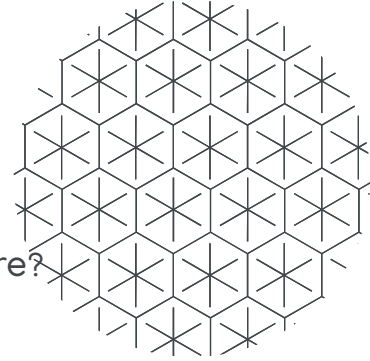


## What we learned and areas of opportunity:

- Conversations about **how to best group students into classes** are ongoing.
  - We heard concerns about segregating and labeling students, and a desire among teachers/staff to avoid going back to old ways of grouping
  - At the same time, we heard concerns from some parents about slowing down the curriculum, and concerns from multiple groups about sufficiency of classroom supports in heterogeneous classrooms
- We heard a desire **to update curriculum**
  - To be more consistently culturally responsive/representative, especially in humanities
  - For teachers to have flexibility to differentiate up and down rather than mainly differentiating down
- We heard concerns that a **culture of academic competitiveness** contributes to an increase in anxiety and undermines cooperation

# Breakout room suggestions

- Teachers get training and PD on how to create culturally-responsive curriculum.
  - What exactly does it mean to have a culturally responsive-curriculum?
  - Low Budget: Common Planning Meetings
  - High Budget: What is available? What training is out there?
- Growth Mindset Training



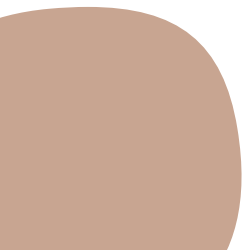
03

**Building community**



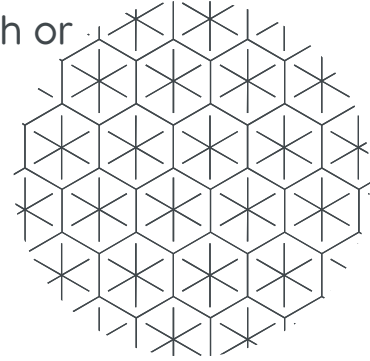
## What we learned and areas of opportunity:

- We have heard many voice that there needs to be **concerted effort to combat stigma and alienation with relation to student performance, admissions, and high school placement.**
- Teachers and parents suggested we develop ways to recognize kids more holistically, beyond the honor roll.
- In numerous conversations, the idea of **'social emotional learning'** and a focus on **'social emotional wellness'** has been voiced
- Concerns raised at various points about how **financial constraints** may unnecessarily interfere with equitable involvement in school activities



# Breakout room suggestions

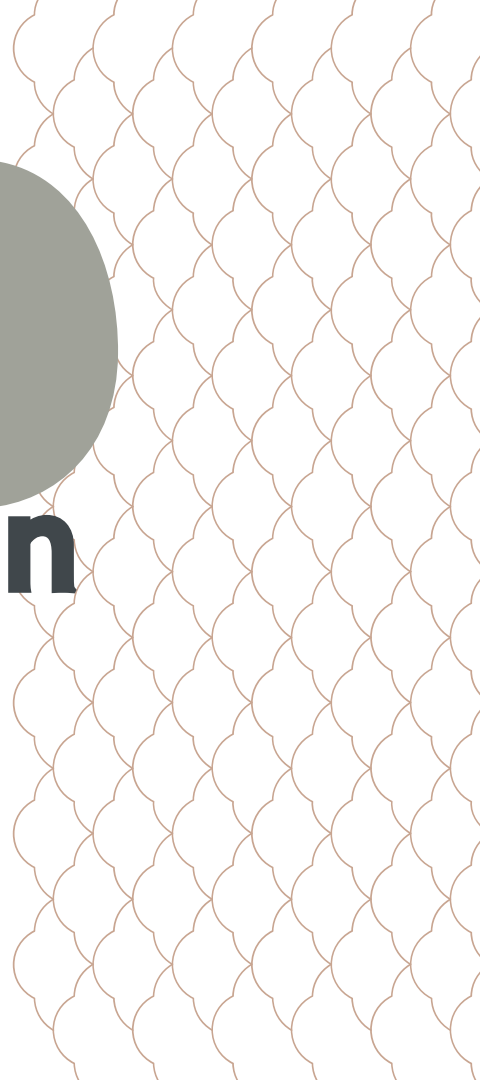
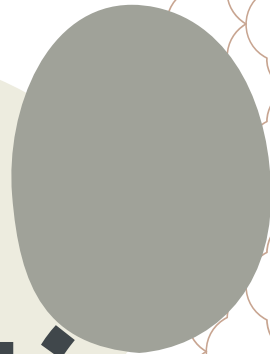
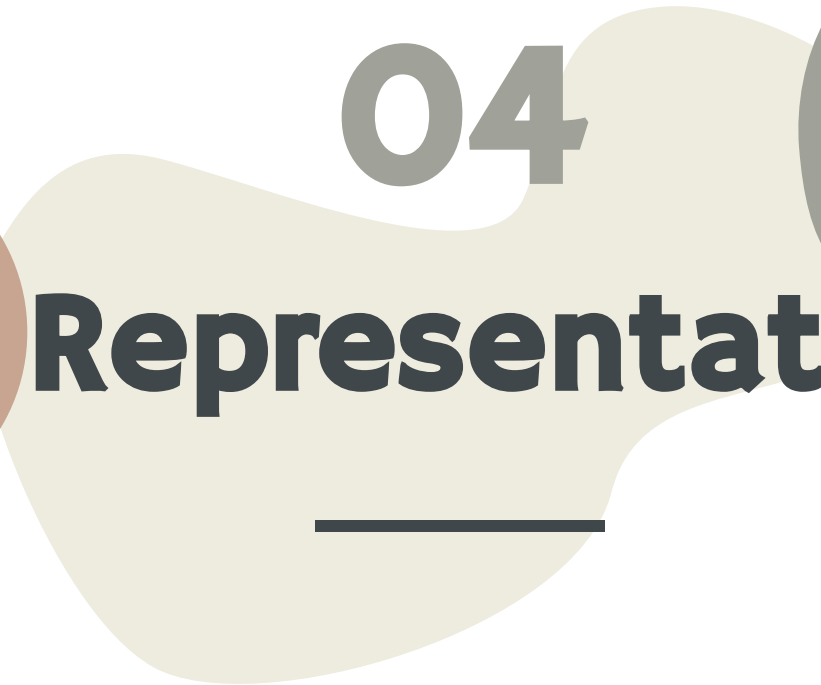
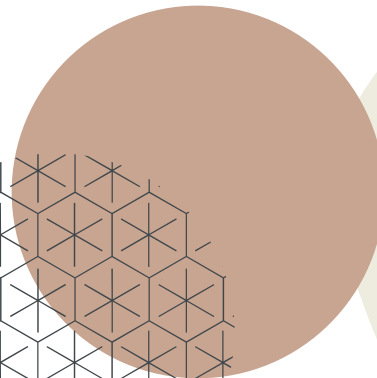
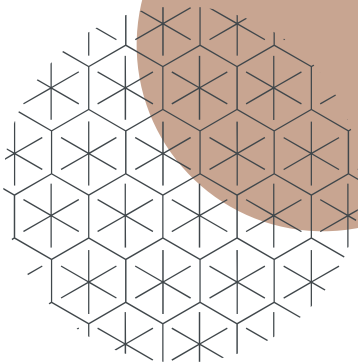
- Make clear that some events are free, pay as you wish or suggested donation
- 



04

# Representation

---





## What we learned and areas of opportunity:

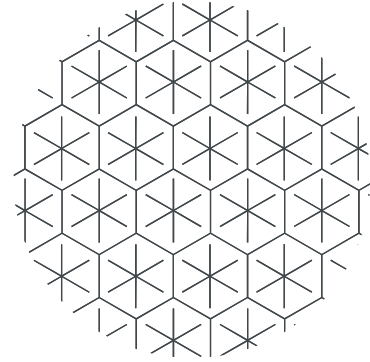


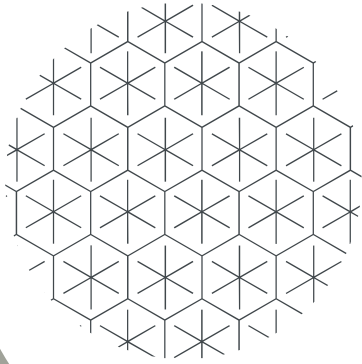
- In numerous conversations, we have heard a push for racially and culturally integrated **heterogeneous classes**.
- Booker T has not attracted a racially representative mix of students even among high-scoring District 3 students – why is this?
- We have heard an desire for leadership spaces (e.g. SLT and PTA) to **reflect the full diversity** of the school community
- This year, like in previous years, we have heard requests to **hire and retain more racially and culturally diverse teachers**



# Breakout room suggestions

- Offering online open house / info sessions (whether or not required by DOE)
- Consider the school's "tagline" – is there a way to keep the essence of rigor and critical thinking without reducing this just to lots of homework
- 





# 05

## **Navigating Conflict**

---



# What we learned and areas of opportunity:



- School staff aren't always valued and acknowledged for the ways that they can contribute to the school (paras, security, custodial staff, etc.)
- Enforcement of the dress code and cameras-on policy continued to be a sore subject for students
- Student ambassadors program (student leadership & conflict resolution) is in the works but challenging year to fully launch
- Equity work often involves difficult conversations and can be a source of conflict, and community could use formal support/training for navigating these natural conflicts

# Breakout room suggestions: Navigating Conflict

- Host formal community (staff, student, parent) training for conflict resolution (with the goal being that students lead resolution sessions)
- Shift conflict resolution and discipline to a Restorative Justice model with student involvement
- View students as stakeholders in the community, and allow them to use their voice
- Examine consistency of enforcement of school rules, such as discipline, across gender, race, etc.
- Find a way to have diversity and rigor converge, or not be seen as inherently in conflict



## Getting Started: Silent Conversations

Hop around the padlets that interest you, and add your thoughts. Step outside what you think is feasible, permissible, practical, etc. and tell us what you think is the best thing to do in each situation. After this activity, we can use these big ideas to figure out concrete, actionable steps that lead towards those ideals. Again, our overall goal is to come up with an actionable step that the school community can take next year during equity meetings or potentially during staff meetings.

### 1. Communication

Padlet link:

<https://padlet.com/zipkin/q4m76ex0e8nuwbuf>

### 2. Academics

Padlet link:

<https://padlet.com/zipkin/n8o7y0dllgzcmgj1>

### 3. Community

Padlet link:

<https://padlet.com/zipkin/txdvbdogxdq14akn>

### 4. Representation

Padlet link:

<https://padlet.com/zipkin/biv17xx1v1ly3q0c>

### 5. Navigating Conflict

Padlet link:

<https://padlet.com/zipkin/axskl164pay5ksu1>

**For the next 20 minutes, please commit to one breakout room.**

**With your group, your objective is to generate one or more concrete suggestions or goals that address the concern(s) listed in the slideshow for the 2021-2022 school year. Use the padlet as a starting point. Please have a 'group scribe' record your group's suggestions into this slideshow. We will end with a 30-minute 'share out' and discussion of the ideas that were generated in these breakout sessions.**



## **Breakout Rooms**

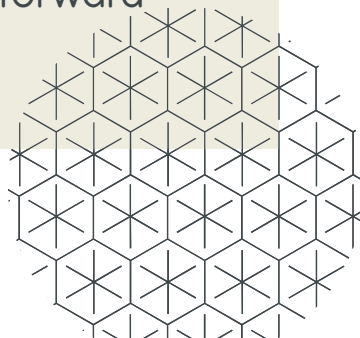
1. Communication
  2. Academics
  3. Community
  4. Representation
  5. Navigating Conflict
- 

# Presentations & Discussion

## Protocol

- Groups share their ideas uninterrupted
- Other volunteers can ask questions or add on to those ideas

Equity steering team will take notes to make sure all suggestions are included as we move forward







**Thank you and  
have a restful  
summer!**