

PS 261
EQUITY INITIATIVE

2018 - 2019

Our Journey: Cohering a Vision and Nurturing Leadership

The Story of Our Equity Team

Expanded Success Initiative (ESI)

Learning Partners Program

CREATES Culturally Responsive Environments Attaining Transformative Equitable Solutions

The Story of our Equity Team

What did we see? What did we do?

Problem: Disparity and disproportionality in disciplinary trends and opportunity gaps.

We reached out and found ESI and The Human Root.

Year 1: ESI Grant and the formation of the Equity Team
Drafted a Mission Statement for 261

Mission Statement

Our mission is to create a school community that reflects our democratic values of **diversity, equity, and social justice**. Through inquiry based learning, we nurture a sense of agency and intellectual engagement that extends beyond the classroom. Students develop empathy and critical thinking skills, and leave with a sense of confidence in their own voice. May 2017

Collective Commitments (JUNE 2017)

1. We will work from a Problem Solving lens. (Learners are problem-solvers and problem-finders)
2. We will have a collective respect for the process of study. (Product vs process/what do we want them to know vs. what do we want them to study/ Study and inquiry vs knowing “it”)
3. We will plan with the lens of fostering identity and agency. (If I do three more days of this, is it because I need to keep going, or because I’m going to make kids feel more confident about their work?)
4. We are committed to Project Based Learning rooted in Social Action. (Bomer and Boss books) - When kids have real world needs to communicate, their writing will be clearer. That gives us the platform to help them be better readers.
5. We will be mindful of Ss attention span for the work in language and pacing.

The Story of our Equity Team

Year 2: LPP and CREATES

261 received more funding and support from ESI and the Office of Equity and Access by way CREATES and the Learning Partners Program. Cardozi Jones, an Equity Coach from NYU, worked alongside teachers as they created tools to rethink SS units K-5.

Teachers on the Learning Partners Team co-wrote the Problem of Practice with teams from two other schools after reflecting on data related to opportunity gaps and disciplinary trends.

The Story of our Equity Team

Year 3:

- Focusing the work around Social Studies
- Building Capacity
- Collecting Data: What does equity look like? Sound like? Feel like for students?

ESI CREATES

A three year grant our school received last year that is used to help expand our equity work and improve educational outcomes for students of color (particularly black and brown boys).

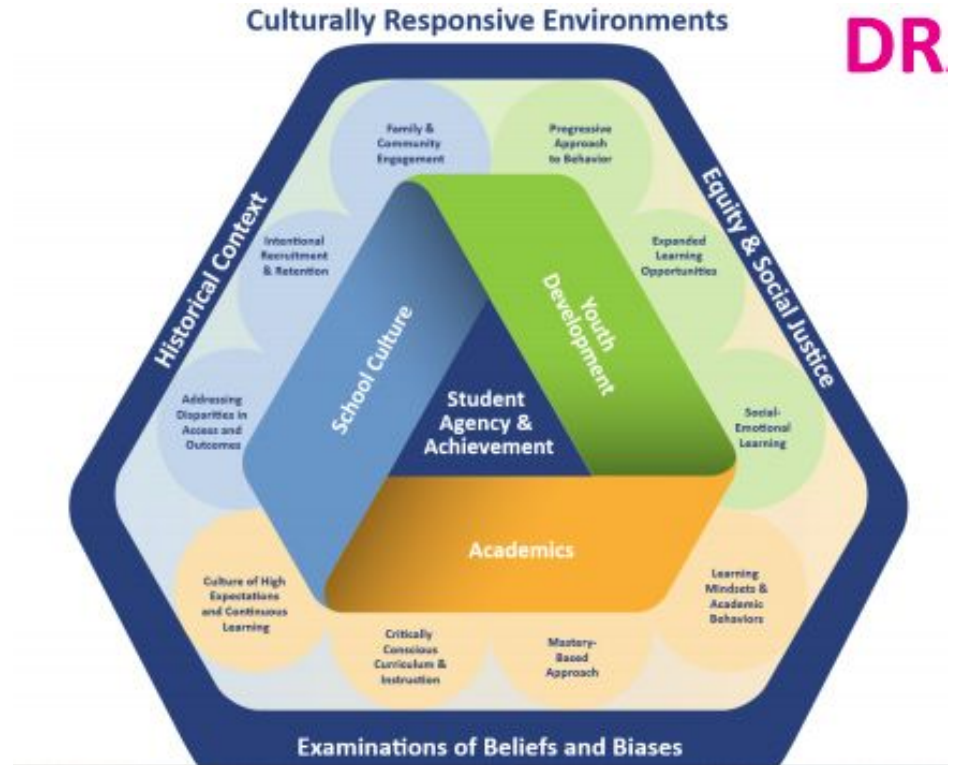
The program was expanded under Chancellor Carranza, last year there were 9 schools in the program, now there are 34.

The grant includes funding, the support of a NYU equity coach, and the opportunity to network and attend meetings and events with other schools doing similar work.

CREATES CRE Framework

Our current areas of focus:

- Critically Conscious Curriculum and Instruction
- Mastery Based Approach
- Family and Community Engagement



Social Studies Framework - Structures and Processes

- Is there an opportunity for student choice?
- Do I hold all the power/information in this lesson?
- Is there an opportunity for group work or discussion?
- Is there an opportunity for all voices to be heard?
- Are students able to be part of the decision making process?
- Do I have the materials/resources for all kinds of learners? (books, videos, photos, art, artifacts, etc.)
- Are there opportunities for students to teach who they are and what they value? (e.g Deep culture)

Social Studies Framework - Content and Curriculum

- Is it relevant to students lives and present day issues/current events?
- What perspectives are present vs. missing? How many non-white and/or American perspectives? (e.g. Changemakers or victims)
- What images and media reflect diverse faces and bodies?
- What language and notions are worth scrutinizing?
- What are the culturally responsive access points to content?
- How flexible can I be in adjusting content toward student interest, culturally responsive approaches?

Social Studies Framework - Standards and Curriculum

- What are the stories being told?
- What are the essential questions from the scope and sequence and how do we modify them through a culturally responsive/critically conscious lens (e.g. migration vs. taken vs. removed)?
- How do the standards we are holding them to align with the culturally responsive values we are espousing?
- What skills are the standards addressing? (reading maps, timelines, etc.) How can we teach those skills using our culturally responsive/critically conscious lens?

Social Studies Framework - Balanced Assessment

- What learning/cultural performance styles are being accounted for? (e.g. telling a story, drawing a picture, project -based, creating a game)
- How frequently are students being assessed and are the assessments used to inform what's to come?
- How is student- choice considered in the assessment process? (e.g. Students choosing from options, choosing creating one goal they will be assessed on)
- How am I varying the ways in which I check in/monitor student progress/understanding?

	K	1	2	3	4	5
UNIT 2	<p>People are the same and different</p> <p>KNOW: Humans share many similarities and differences.</p> <p>CONSIDER: Why are some people treated badly or well based on their identity? Who gets treated well? Who gets treated badly? Who created the rules for the way people are treated?</p> <p>Essential Questions: What are similarities and differences among people? How can we celebrate our uniqueness and differences and make sure all people are treated fairly?</p>	<p>School/ family communities</p> <p>KNOW: What ingredients are needed to make a successful community work? Our school is a community where we work together, teach, and grow.</p> <p>Families are a community- where people take care of each other.</p> <p>CONSIDER: Who are the people in our school and family communities? Who takes care of us in school? Who has power in our school/ families, and what responsibilities come with that power? How do our communities influence who we are?</p> <p>Essential Questions: Who are the people that make up our school and family communities? How do our communities influence who we are, and how we interact with others?</p>	<p>New Amsterdam</p> <p>KNOW: Who were the indigenous people there and how did NYC look during this time. The role of the Dutch settlers. The role of the enslaved population.</p> <p>CONSIDER: How did the landscape and people change? Why? Who benefited from these changes? Who didn't? Who has the power? Why? What have we lost as a community? How were societies structured? Who has power, and how do these practices affect voices? What is the loss?</p> <p>Essential Questions: How did the landscape and communities of New York City change? Why? Which communities benefited from this change? Which didn't?</p>	<p>Mexico</p> <p>KNOW: Map/Geography skills-borders exist between countries. Walls, borders, barriers, why do we have them? Mexico current events.</p> <p>Diversity of culture and race within Mexico.</p> <p>CONSIDER: Who made those borders? How do they change over time? How do they affect the people who live within them? What happens to people, communities, culture, when borders change? Two Nogales case study. Game-Invisible barriers, (like crossover with constant new rules.)</p>	<p>Maps-Geography of NY</p> <p>KNOW: How has the map of New York changed over time?</p> <p>CONSIDER: What role did each group make in the changes of the map? How have people's movements played a role in the changes? Who has the power to change the maps? How did this affect "your" NYC? Introduce the word colonization.</p> <p>Essential Questions: How has the map helped shape NY today? What changes have been made and who and what is and is not represented?</p>	<p>Becoming Agents of Change</p> <p>KNOW: How to take a stand against bias and injustice in their everyday lives. Different kinds of justice-restorative, distributive, retributive.</p> <p>Freedom Fighters in NYC: The Young Lords (Geography skills). Voting Rights and systems of power (SNCC). March in Selma and Children's March. American historical freedom fighters.</p> <p>CONSIDER: What contributions have people made to justice and fairness historically? How does history impact how people live today? Why is it important for me to stand up for others and myself? How can I encourage others to stand for justice?</p> <p>Essential Questions: Why is it important for me to stand up for others and myself? How can I encourage others to stand for justice? How does history impact how people live today?</p>

Learning Partners Program (LPP)

Mission: Learning Partners is designed to leverage the rich reservoir of expertise that resides in our school communities to improve student outcomes. By engaging networks of schools in structured interschool collaborative learning experiences and a disciplined inquiry process, LPP aims to build school capacity to solve self-identified problems of practice in order to accelerate learning and raise the achievement of all students while eliminating achievement disparities along lines of race.

PS 261 is in a triad with The Boerum Hill School for International Studies and Brooklyn Community Arts and Media High School.

Core Elements of LPP



INTERSCHOOL COLLABORATION

Accelerates school improvement
by learning with others



SCHOOL TEAM

Applies learning from across
the triad/quad to meet the
needs of the individual school



CYCLES OF LEARNING

Helps schools in the triad/quad
change practice and understand how
changes are working based on data



Cycles of Learning Overview

The purpose of the cycles of learning inquiry process is to help schools in the triad/quad improve practice and understand how changes are working based on data.

1. School teams determine what success looks like within their learning focus area and create a **vision for racial equity** within that focus.
2. In collaboration with the triad/quad, we identify a problem of practice based on data disaggregated by race.
3. School teams try a change idea to address this problem of practice, reflect and adjust based on data, and share their learning with their school and triad/quad.

Vision for Racial Equity (VRE)

- DRAFT as of October

Social studies has multiple perspectives, fosters student independence, engages student and family voice and encourages cross-cultural discourse. Our curriculum will include and value the stories of many perspectives in history. As a result, students will develop empathy, self-awareness, positive self-image, *the appetite* for critical inquiry and social action, and reflect on their knowledge of self.

Classroom structures, as well as instructional practices and community values, will foster student discourse, engagement, and agency.

2017-2018

Problem of Practice:

Classroom structures, instructional practices, and community practices either foster or inhibit student discourse, engagement, and agency.

Change Idea:

By June 2018, 90% of classrooms grades 3-5 will has at least 2 Independent Writing Cycles

By December 2018, 90% of classrooms grades K-5 will has at least 2 Independent Writing Cycles

Guiding Questions

How do curricula inform racial narratives and student self-image?

How do classroom environments reinforce or interrupt racial narratives?

How do we create classrooms for equity and social justice?

What is culturally relevant pedagogy?

2018-2019

We are currently in the process of collecting data as it connects to our vision for racial equity.

Concrete Data: Reading levels, student referral rates, etc.

Abstract Data: Student surveys and interviews, equity classroom walks

IMPACT

- Created a new mission statement and schoolwide culture
- Actively creating classrooms that support equity and racial justice (libraries, student groupings, S/T interactions)
- Real sense of collective leadership and agency amongst teachers and parents
- Data and student voice that connects the dots between creating ideal learning conditions and instruction
- Data collected from student surveys show positive self image and strong feelings of connectedness with the school community and curricula

