



Increase achievement for students by establishing, implementing, and regularly assessing an equitable cohesive, culturally relevant, consistent

standards-based curriculum in ELA, Math, Science and World Language delivered using evidence-based, culturally responsive instruction.









_ (

SY 2027

Foundational Year

Completed schedule of curricular reviews

Conduct reviews in ELA and World Language

Complete 85% of Teacher Evaluations

Complete plan for providing PD around MTSS

Design middle school schedules that allow for consistent time for learning in each content area

Contract for equity audit

Establish working group for 8th to 9th transition that is not impacted by bias

Year 1

Complete equity audit to diagnose the magnitude of issues related to DEI

Selection of curriculum materials in ELA and WL

Conducted reviews in science and math

Completed 90% of Educator Evaluations

75% of PD will be on MTSS

Design elementary schedules that allow for consistent time on learning in each content area

Complete equity audit

Year 2

Comprehensive root cause analysis to understand the influences on the outcomes observed in the Year 1 analyses. Of DEI. Develop road map to address root causes

Completed scope and sequence with common assessments in ELA and World Language

Selection or review of high quality bias free curriculum materials in math and science

Complete 100% of educator evaluations

Implementation of MTSS model

75% of PD will be on PLCs

Year 3

Reform and Monitor - district and school leaders initiate the changes outlined in the Equity Framework, and implement research-based practices to address the inequities identified in Years 1 and 2.

Monitor the impact changes in DEI policy and practices are making with stakeholders.

Complete scope and sequence with common assessments in math and science

Complete 100% of educator evaluations on time

Implement PLC model

Year 1 Benchmarks

Through robust equitable instruction the achievement gaps between subgroups of students based on race and income and white non-low income students will narrow by 10 points as measured by the MCAS

10 out of 10 of completed educator observations reviewed show evidence of implementation of, or feedback towards, an equitable, cohesive, culturally relevant, consistent standards-based curriculum in ELA and world language

At CST meetings 85% of educators will identify at least 3 new strategies that they have implemented as a result of professional learning regarding MTSS.

Highlight 1: SCARF



S= Status

C= Certainty

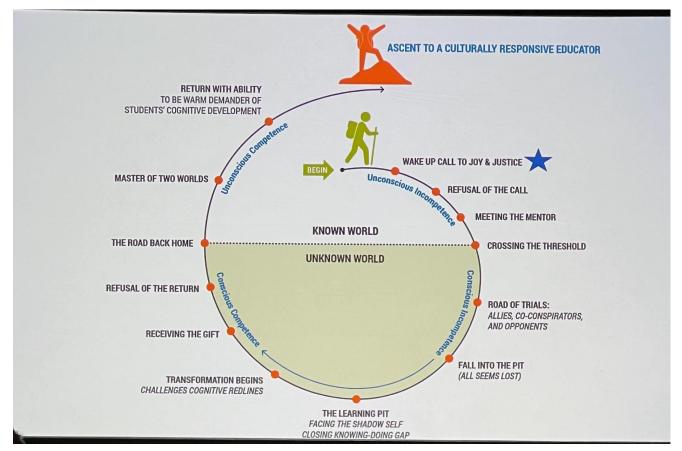
A= Autonomy

R= Relatedness

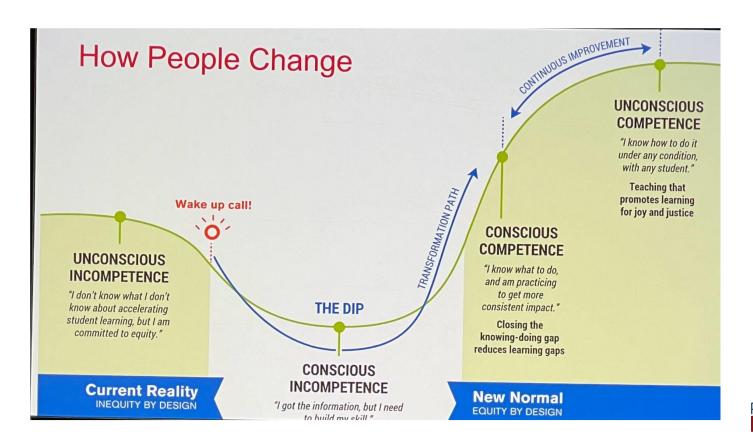
F= Fairness

Wrap people don't choke people











We have a pedagogy of compliance.

"To disrupt oppressive systems you must be willing first to disrupt yourself"

Disrupt= Rethink, reinvent, reposition

The brain needs gentle disequilibrium

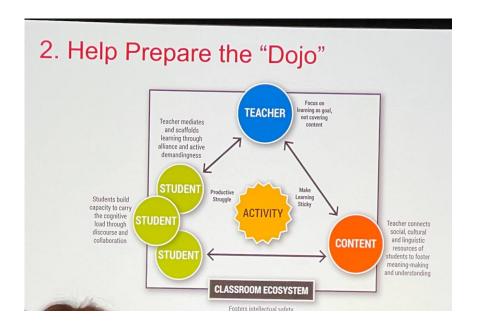
Curriculum is curriculum how we use it rests in instruction

Scaffold=crutch we must remove scaffolds to test new neural pathways because scaffolds only provide temporary access

Prepare the dojo!



To lead toward liberatory education, we must help create the conditions so that teachers become the "personal trainer" of students' cognitive development".





The Folder

- Creating an Anti-Bias Learning Environment: ADL
- Critical Practices for Anti-Bias Education: Learning for Justice
- Bias Evaluation Instrument: Nova Scotia
- Washington Models for the Evaluation of Bias Content in Instructional Materials: State of Washington
- Assessing Bias in Standards and Curricular Materials:
 Midwest and Plains Equity Assistance Center

